

# University of Mumbai



No. AAMS\_UGS/ICC/2024-25/ 78

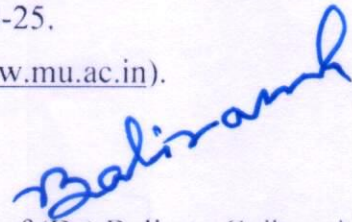
## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments is invited to this office circular No. AAMS\_UGS/ICC/2023-24/23 dated 08<sup>th</sup> September, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the **Ad-hoc Board of Studies in Home Science** at its meeting held on 04<sup>th</sup> July, 2024 and subsequently passed by the Board of Deans at its meeting held on 10<sup>th</sup> July, 2024 vide item No. 8.10 (N) have been accepted by the Academic Council at its meeting held on 12<sup>th</sup> July, 2024 vide item No. 8.10 (N) and that in accordance therewith the **syllabus** for the **M.Sc (Home Science-Human Development) (Sem. III & IV)** is introduced as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The circular is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032  
20<sup>th</sup> August, 2024  
To

  
(Prof. (Dr) Baliram Gaikwad)  
I/c Registrar

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Department.

A.C/8.10(N)/12/07/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Interdisciplinary,
- 3) The Chairman, **Ad-hoc Board of Studies in Home Science**,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari.
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM),

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
4	The Deputy Registrar, Appointment Unit, Vidyanagari <a href="mailto:dr.appointment@exam.mu.ac.in">dr.appointment@exam.mu.ac.in</a>
5	The Deputy Registrar, CAP Unit, Vidyanagari <a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>
6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a>  He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
11	The Deputy Registrar, College Teachers Approval Unit (CTA), <a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>
12	The Deputy Registrars, Finance & Accounts Section, fort <a href="mailto:draccounts@fort.mu.ac.in">draccounts@fort.mu.ac.in</a>
13	The Deputy Registrar, Election Section, Fort <a href="mailto:drelection@election.mu.ac.in">drelection@election.mu.ac.in</a>
14	The Assistant Registrar, Administrative Sub-Campus Thane, <a href="mailto:thanesubcampus@mu.ac.in">thanesubcampus@mu.ac.in</a>
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, <a href="mailto:ar.seask@mu.ac.in">ar.seask@mu.ac.in</a>
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, <a href="mailto:ratnagirisubcentre@gmail.com">ratnagirisubcentre@gmail.com</a>

**Copy for information :-**

1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
2	P.A to Pro-Vice-Chancellor <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
3	P.A to Registrar, <a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

1	The Chairman, Board of Deans
2	The Dean, Faculty of Humanities,
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, <a href="mailto:dboee@exam.mu.ac.in">dboee@exam.mu.ac.in</a>
5	The Director, Board of Students Development, <a href="mailto:dsd@mu.ac.in@gmail.com">dsd@mu.ac.in@gmail.com</a> <b>DSW</b> <a href="mailto:directr@dsw.mu.ac.in">directr@dsw.mu.ac.in</a>
6	The Director, Department of Information & Communication Technology,
7	The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanagari, <a href="mailto:director@idol.mu.ac.in">director@idol.mu.ac.in</a>

**As Per NEP 2020**

# University of Mumbai



## Title of the program

- |           |  |   |                  |
|-----------|--|---|------------------|
| <b>A-</b> | P.G. Diploma in Home Science – Human Development     | } | <b>2023 - 24</b> |
| <b>B-</b> | M.Sc. (Home Science – Human Development) (Two Years) |   |                  |
| <b>C-</b> | M.Sc. (Home Science – Human Development) (One Year)  |   | <b>2027-28</b>   |

## Syllabus for

**Semester–Sem. -III & IV**

**Ref:GRdated16thMay,2023forCreditStructureofPG**

**(Witheffectfromtheacademicyear2024-25)**

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____ B	M.Sc. (Home Science — Human Development) (Two Years)
2	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
3	Standards of Passing R: _____	40%
4	Credit Structure R: <u>IMP – 75A</u> R: <u>IMP – 75B</u>	Attached herewith
5	Semesters	Sem. III& IV
6	Program Academic Level	6.5
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	2024-25

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# Preamble

## 1) Introduction

The **M.Sc. programme in Home Science--Human Development** at the University of Mumbai, is an updated master's programme first conceptualised in the early 1970s. Thus, the Nirmala Niketan College of Home Science obtained permanent affiliation from the University of Mumbai for an MSc (Home Science) in Child Development in 1972, which later was revamped as Human Development, to reflect a paradigm shift in the discipline from a focus largely on childhood and early years to a life span perspective. The current M.Sc. programme in Human Development, is one of the leading Human Development academic programmes in the country, with alumnae thriving nationally and internationally in varied sectors, especially the mental health and education sectors. The programme is a thorough amalgamation of theory and practice, offering a comprehensive blend of interesting, locally and nationally relevant, and globally applicable coursework in Human Development.

The programme represents an eclectic blend of curricular resources from multiple disciplines that impact Human Ontogeny. The key, and therefore mandatory, areas of the curriculum focus on: Developmental Science (including theories of human Behaviour & development, developmental principles & models, life span development, genetic-environmental coactions), Counselling and Mental Health (including psychological testing), and Education (early childhood/foundational years & school/higher education; policymaking). That development is situated in human ecological contexts, such as families/schools/neighbourhoods/cultures, and that developmental study requires acknowledgement of bidirectional influences between individuals and their contexts, are recurrent motifs throughout the programme. Mandatory courses on Advanced Study of Human Exceptionality and Advanced Study of Psychological Disorders ensure that the students are sensitised to the needs of persons with disabilities and psychological disorders.

The programme also allows students to explore and develop applied interests through electives in areas such as Positive Psychology and Health Psychology. Mandated curriculum is well balanced with multiple courses in which students can practice autonomy and choice. Other than the electives, this includes, for example, a student-led Seminar on Trends in Human Development. Participation in the curriculum has an equal emphasis on individual work and group work such that the student learns personal accountability as well as teamwork; intrapersonal and interpersonal skillsets are enhanced through the curriculum.

Scaffolded learning experiences in the world of work are well integrated into the curriculum in each semester. These include internships, on-the-job training, surveying and designing services for youth or the elderly, and case study applications. The learners are placed in various Human Development agencies like daycare centres, preschools, schools, counselling centres, remedial centres, activity centres, NGOs working for different age and target groups. Shadowing and apprenticing with practitioners in the real world is encouraged. Interactions with entrepreneurs and professionals include with those who plan and deliver developmental workshops, personality and soft skills training sessions; and those who design developmentally appropriate educational content, toys and books. Such placements help learners to be well acquainted with the world of work and get hands-on experiences as they apply their learnings from the classrooms, develop necessary skills and bring the experiences back to class.

Research and innovation are very important aspects of the M.Sc. programme in Human Development. Students learn to be knowledge producers and innovators through the mandatory Research Methods in Home Science course, two courses in Statistics, a Group Research Project,

as well as through multiple other courses in the curriculum. Opportunities are provided to participate and present at scientific competitions and conferences, and to publish papers, with faculty providing excellent research mentorship. Development of new interventions/activities/services for varied beneficiaries is part of the curriculum.

The programme is aimed at providing learners with theoretical frameworks for understanding human growth and development, which they will be able to use to better understand themselves and others. Moreover, learners will also be able to equip themselves with more grounded explanations of people's behaviours and thereby develop openness, a non-judgemental attitude, sensitivity and empathy for them.

The curriculum is carefully designed with the aim of providing learning opportunities to learners, facilitating holistic development thereby empowering them to be knowledge-and-skill ready for the world of work in diverse Human Development agencies. The coursework also prepares them to face personal and professional challenges with confidence, and ingrains in them the values of respect, commitment, concern for others and service, thereby enabling graduating students to make a positive contribution to the society 21st century.

Those who wish to be influential leaders and who desire to become a helping professional will make a good fit with the programme, which is both intellectually challenging and service-and-help oriented. Leadership training is a strong component of the programme and graduating students take on various leadership roles in the Education (content development, teacher training, supervision and administration) and NGO (training, research, supervision and administration) sectors, and/or carve a niche as mental health practitioners.

Overall, the M.Sc. programme in Home Science (Human Development) at the University of Mumbai delivers an integrated, multi-pronged, holistic education that combines theory and practical applications, preparing students to be globally competent and locally responsible professionals. The programme ensures that graduating students do not just survive but prosper in various areas of Human Development, by engaging in careers that are simultaneously personally gratifying and socially relevant.

## **2) Aims and Objectives**

- a)** To help students build mastery in the core areas of the eclectic field of Human Development, namely, Developmental Science, Counselling and Mental Health, and Education.
- b)** To expose students to cutting edge literature and dialogues in the core and allied areas of Human Development.
- c)** To facilitate students in exploring varied allied areas of Human Development and identifying own long-term interests.
- d)** To help students appreciate the bidirectionality of influences between individuals and contexts.
- e)** To sensitize students to the needs of persons with disabilities and psychological disorders, and to strengthen humanistic, empathetic and inclusive attitudes and competencies.
- f)** To strengthen autonomy, accountability, leadership, cooperation, and a service orientation among students, ensuring that they are committed to their own lifelong development as well as meaningful service to others.
- g)** To develop in students the multicultural competencies and abilities to collaborate with relevant industries, government and non-governmental agencies, and contribute to the positive growth and development of local communities, state, and nation.
- h)** To develop critical thinking, effective problem solving and analytical reasoning skills and competencies in students, that will help them in successfully negotiating local and global challenges.

- i) To develop scientific temper and reasoning in students so that students are able to conduct high quality research in the field of Human Development and allied areas, and communicate (through scientific presentations and publications) and utilize the research findings for appropriate action.
- j) To ensure that students are competent in the use of state-of-the-art technologies and methodologies relevant to research and statistics in general, and the field of Human Development, in particular.
- k) To enhance creativity and leadership skills in students that will aid in developing and designing startups in the Human Development sector.

### **3) Learning Outcomes**

The program encompasses a comprehensive range of skills and knowledge, enabling graduating students to excel in the multifaceted field of Human Development. On successful completion of the M.Sc. programme (Home Science – Human Development), graduating students will:

1. Be confident, competent, caring persons of character who are willing and eager to contribute to their own development, and the development of local communities, state, and nation.
2. Sensitively respond to local/regional/national concerns and priorities and demonstrate global competence.
3. Demonstrate knowledge expertise in the following areas: Developmental Science, Counselling/Mental Health, Education (Early Childhood/Foundational Years & School/Higher Education), Psychological Testing, and Family Studies.
4. Contribute to the positive growth and development of individuals across the life span (children, youth, adults, and elderly), groups and communities, using the knowledge of principles of Human Development, thereby contributing to the development of the nation.
5. Establish collaborations with industries, network with the Local, State and National agencies/bodies, and successfully negotiate local and global challenges.
6. Be sensitized and respectful of diversity, and the needs of persons with disabilities and psychological disorders; be humanistic, empathetic and promote inclusion.
7. Be equipped with skills and mindsets to enable success in careers in varied fields, most prominently mental health and education.
8. Have developed applied special interests in HD and allied area topics such as Positive Psychology and Health Psychology.
9. Be able to conduct high quality basic and applied research in Human Development and allied areas; and contribute to the knowledge base of Human Development and allied areas through quality scientific presentations and publications.
10. Have appreciation for positive change processes, and will engage in own development, as well as support and nurture others' wellbeing and development.
11. Be able to use and learn relevant technologies and procedures, be personally accountable as well as cooperative, with intrapersonal and interpersonal strengths.
12. Be able to design, develop and manage policies, programs, and entrepreneurial ventures/startups in the Human Development and allied fields.
13. Have a leadership orientation and take initiative in various personal and professional roles.

### **4) Any other point (if any)**



**5) Credit Structure of the Program (Sem III & IV)**  
**(Table as per Parishishta 1 with sign of HOD and Dean)**

**R: IMP – 75B**

Post Graduate Programs in University:

- PG Diploma in Home Science – Human Development
- M.Sc. (Home Science – Human Development) (Two Years)

Parishishta - 1

**Exit option: PG Diploma (44 Credits) after Three Year UG Degree**

II	6.5	SemIII	<b>Course1:</b> Advanced Study of Counselling Theories & Principles Theory(2 Cr)	<b>Credits4</b> <b>Course 1:</b> Alternative Health Strategies and TherapiesTheory (2 Cr)			Research Project (4cr) <b>Credits 4</b>	22	<b>PG DegreeAfter3-YrUG</b>
			Advanced Family StudiesTheory (2 Cr)  <b>Credits4</b>	Alternative Health Strategies and Therapies Practical (2 Cr)					
			<b>Course2:</b> Advanced Counselling Skills Practical(2 Cr)	<b>OR</b> <b>Course2:</b> School and Higher Education: Issues and Approaches Theory (2 Cr)					
			Advanced Study of Psychological Testing Practical (2 Cr) <b>Credits4</b>	School and Higher Education: Issues and Approaches Practical (2 Cr)					
			<b>Course3:</b> Advanced Study of Human Exceptionality Theory (4 Cr) <b>Credits4</b>						
			<b>Course4:</b> Supervision, Management, and Leadership in Educational Settings						

			Practical (2 Cr) <b>Credits2</b>						
		<b>SemIV</b>	<b>Course1:</b> Applications of Developmental Science Theory (4 Cr) <b>Credits4</b>  <b>Course2:</b> Advanced Study of Psychological Disorders Theory(4 Cr) <b>Credits4</b>  <b>Course3:</b> Supervision, Management, and Leadership in Varied Human Development Settings Practical(2 Cr) <b>Credits2</b>  <b>Course4:</b> Seminar: Trends in Human Development Practical (2cr) <b>Credits2</b>	<b>Credits4</b>  <b>Course 1:</b> Digital Media and Communication Internship in Human Development Practical (4 Cr)  <b>OR</b> <b>Course2:</b> Entrepreneurial Venture / Start up Designing in HD Sector Practical (4 Cr)			Research Project (6 Cr) <b>Credits6</b>	22	
<b>Cum.Cr. for1 Yr PG Degree</b>			<b>26</b>	<b>8</b>			<b>10</b>	<b>44</b>	
<b>Cum.Cr. for2 Yr PG Degree</b>			<b>54</b>	<b>16</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>88</b>	

Note:\*Thenumber ofcoursescanvaryfortotaling14CreditsforMajorMandatoryCoursesinasemester asillustrated.

**Sem. - III**

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C1A	Advanced Study of Counselling Theories & Principles	Theory	2	30

**Course Objectives:**

1. To introduce students to the advanced study of counselling and recapitulate key notions about professional counselling.
2. To facilitate comprehensive, advanced understanding of prominent counselling approaches and their applications.
3. To have students develop insights with respect to areas of child, adolescent and adult counselling with respect to situational/developmental concerns and in particular counselling individuals with special concerns.
4. To familiarize students with different issues of human diversity in counselling.

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Have built confident cognizance about counselling relationship, characteristics of effective counsellors, principles and ethics of professional counselling.
<b>CO2:</b>	Demonstrate comprehensive knowledge about key concepts, therapeutic process and applications of prominent counselling approaches.
<b>CO3:</b>	Exhibit advanced skills to be sensitised and equipped towards understanding and addressing different types of situational/developmental concerns that children, adolescents and adults experience.
<b>CO4:</b>	Develop skills on being unconditional and sensitive towards individuals of all genders, socioeconomic strata, sexual orientations, cultures and religions.

Unit No.	CourseContent	No. of Hours
I	<p><b>A. Introduction and Overview of Counselling</b></p> <ol style="list-style-type: none"> <li>Concept of counselling</li> <li>Characteristics of a helping relationship</li> <li>Core conditions of a helping relationship</li> <li>Personal and professional characteristics of effective counsellors</li> <li>Ethical issues in counselling</li> </ol> <p><b>B. Counselling Approaches (Introduction, Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures)</b></p> <ol style="list-style-type: none"> <li>Play Therapy</li> <li>Gestalt Therapy</li> <li>Rational Emotive Behavior Therapy</li> <li>Behavior Therapy</li> <li>Reality Therapy</li> <li>Transactional Analysis</li> </ol>	15

	Family Therapy	
<b>II</b>	<p><b>A. Specialized Areas of Counselling</b></p> <p>a. Child and adolescent counselling (counselling for situational/developmental concerns in areas of school and college-related experiences like academics, career, skill building, peer issues, career-related decisions, friendships, etc.).</p> <p>b. Adult counselling (counselling for situational/developmental concerns in areas of marriage, parenting, workplace, skill building, transitions, interpersonal conflicts, trauma, etc.).</p> <p><b>B. Specialized Areas of Counselling</b></p> <p>a. Counselling children, adolescents and adults with special concerns (individuals dealing with substance abuse, terminal illness, grief and bereavement, family concerns, disabilities, disorders, crisis/disaster, etc.)</p> <p>Issues of human diversity in counselling (counselling clients of different genders, socioeconomic strata, sexual orientations, cultures and religions)</p>	15

**References:**

Capuzzi, D & Stauffer, M. D. (2016). *Counselling and psychotherapy: theories and interventions* (6<sup>th</sup> ed.). Wiley.

Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8<sup>th</sup> ed.). Thomson Brooks/Cole.

Gehart, D. (2012). *Theory and treatment planning in counselling and psychotherapy* (2<sup>nd</sup> ed.). Cengage Learning.

Gladding, S. (2009). *Counseling: a comprehensive profession* (6<sup>th</sup> ed.). Pearson Education.

**Evaluation (Total Marks 100):**

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Accomplishing prior readings, exhibiting competence and curiosity for class discussions and learnings.	15
Initiating discussions and active participation in class.	10
Critical evaluation and sharing of insight about principles, alternative modalities of Human Development.	10
Through assignments: Demonstrating application of principles and knowledge of human development to better understand the evolving self, significant others and society, at large.	15
Accomplishing prior readings, exhibiting competence and curiosity for class discussions and learnings.	15
<b>Total</b>	<b>25</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C1B	Advanced Family Studies	Theory	2	30

**Course Objectives:**

1. To introduce the student to the key theories in family studies.
2. To have students reflect on and examine key issues in research in family studies with a special focus on changing notions of family normality and models of family functioning.
3. To have students reflect on and examine key issues in research in family studies with a special focus on marital dyad, and parent-child relationships.
4. To study the current trends in family research.

**Course Outcomes (CO):**

At the successful completion of the course:	
<b>CO1:</b>	Evaluate and explain the core assumptions, major concepts, and limitations of key theoretical perspectives employed in studying families.
<b>CO2:</b>	Describe current trends in family studies content areas.
<b>CO3:</b>	Demonstrate knowledge of the roles of gender, sexual orientation, race, ethnicity, income, and culture on family relationships and functioning.
<b>CO4:</b>	Analyze how family theories are applied in empirical studies in the fields of family studies and Parent-Child Relationships in Diverse Contexts.
<b>CO5:</b>	Identify the implications of family studies research for Micro-Social Perspective of Aging Families and Intergenerational Relationships.

Unit No.	CourseContent	No. of Hours
<b>I</b>	<p><b>1A. Marriage and the Family</b></p> <ol style="list-style-type: none"> <li>a) Concepts of marital behaviour</li> <li>b) Marital satisfaction and marital stability</li> <li>c) Characteristics of high quality marital relationships</li> <li>d) Creating personal and dyadic well-being in marriages</li> <li>e) Sexuality in families</li> <li>f) Family violence—child maltreatment and adult maltreatment</li> </ol> <p><b>1B. Contemporary Alternative Family Patterns and Relationships:</b>  Dual career families; Singlehood; Cohabitation; Child-Free family/Voluntary childlessness; Single-parent Families; Stepfamilies; Same-sex relationships</p> <p><b>1C. Current Status of Theorizing about Families</b></p> <ol style="list-style-type: none"> <li>a) Symbolic Interaction Theory</li> <li>b) Conflict and feminist theory</li> </ol>	15



	c) Structural/ Functionalism Theory d) Developmental Theory e) Social Exchange Theory f) Stress theory  <b>1D. Models of family functioning</b> a) Circumplex model and Double ABCX model of adjustment and adaptation b) Beavers System Model c) McMaster model of family functioning d) Grounded theory of family life model	
<b>II</b>	<b>2A. Parent-Child Relationships in Diverse Contexts:</b> Ecological and Systems Theory applied to parent-child relationships; Family structural variations: socioeconomic status, maternal employment, divorce, siblings; Family process and relationship variables: parenting styles and behaviour, parental support, parental psychological and behavioural control, autonomy granting; Family conflict: Parent-child conflict, inter-parental conflict.  <b>2B. Father's Nurturance of Children over the Life Course:</b> Gendered and embodied fathering; Cognitive map of parenting/fathering; Transition to and within fathering; Situated fathering; Complex family configuration.  <b>2C. Micro-Social Perspective of Aging Families:</b> Demographic revolution (longer lives, falling fertility); Work and welfare in old age; Late-life living arrangements; Marital relations in old age; Eldercare  <b>2D. Intergenerational Relationships:</b> Intergenerational Relationship Theory; Intergenerational Solidarity; Intergenerational Family Problems; Intergenerational Ambivalence; Elder abuse	15

### References:

- Bengston, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M. (Eds.) (2005). *Sourcebook of family theory & research*. New Delhi: Sage.
- Bretherton, I. (1993). Theoretical contributions from developmental psychology. In P.G. Boss, W.J. Doherty, R. LaRossa, W.R. Schumm, & S.K. Steinmetz (Eds.), *Sourcebook of family theories and methods: A contextual approach* (pp. 505-524). New York, NY: Plenum.
- Broderick, C. B. (1993). *Understanding family process: Basics of family systems theory*. New York: Sage.
- DeLamater, J., & Hyde, J. (2004). Conceptual and theoretical issues in studying sexuality in close relationships. In J. Harvey, A. Wenzel, & S. Sprecher (Eds.), *The Handbook of sexuality in close relationships* (pp. 7-30). Hillsdale, NJ: Erlbaum
- Heath, P. (2005). *Parent-child relations: History, theory, research, and context*. New Jersey: Prentice-Hall.
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- Kuczynski, L. (2003). Beyond bidirectionality: Bilateral conceptual frameworks for understanding dynamics in parent-child relations (pp.1-24). In L. Kuczynski (Ed.), *Handbook of dynamics in parent-child relations*. Thousand Oaks, CA: Sage.
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- Peterson G. W., & Bush, K. R. (Eds.). (2013). *Handbook of Marriage and the Family* (3rd ed.). New York, NY: Springer.
- Roy, P. K. (2003). *Family diversity in India: Patterns, practices and ethos*. New Delhi: Gyan.
- Saraswathi, T.S., & Kaur, B. (Eds.). (1993). *Human development and family studies in India: An agenda for research and policy*. New Delhi: Sage.

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Turner, L. H., & West, R. (Eds.) (2006). *The family communication sourcebook*. New Delhi: Sage.

Wallace, H. (2002). *Family violence: Legal, medical and social perspectives*. Boston: Allyn & Bacon.

Walsh, F. (Ed.) (2002). *Normal family processes: Growing diversity and complexity*. New York: Guilford.

White, J. M., & Klein, D. M. (2014). *Family theories: An introduction* (4th ed.). New York: Sage.

Wipfler, P. (2003). *Parenting by connection*. Palo Alto, CA: Parents Leadership Institute.

**Evaluation (Total Marks 50):**

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Initiating discussion and active participation in class	5
Critical evaluation of one or more of the family studies, models and approaches	5
Using the learnings from theory, critical evaluation of contemporary family patterns.	5
Application of theory in day-to-day life/Connecting theory to observations of development of Parent-Child Relationships, Aging Families and Intergenerational Relationships	10
<b>Total</b>	<b>25</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Units 1 and 2	5
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C2A	Advanced Counselling Skills	Practical	2	60

**Course Objectives:**

1. To help students build counselling process skills relevant to all phases of counselling.
2. To have students learn and practise advanced microskills in counselling.
3. To facilitate students in learning application and use of techniques pertinent to selected counseling approaches.
4. To engage students in self-assessment and build awareness about concerns as part of their training to be professional counsellors.

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Have built confidence about their role as a counsellor and be equipped with skills and strategies that are useful in professional counselling.
<b>CO2:</b>	Demonstrate skills relevant to all phases of the counselling process.
<b>CO3:</b>	Be effective in the use of advanced microskills in counselling.
<b>CO4:</b>	Be able to use activities and exercises in a counselling dialogue.
<b>CO5:</b>	Be self-aware and self-reflective, and be cognizant of concerns that arise by the virtue of being in the counseling profession.

Unit No.	Course Content	No of Hours
<b>I</b>	<b>Skill building with regard to:</b> <b>A. Starting the counseling process:</b> <ol style="list-style-type: none"> <li>a. Meeting, greeting and seating</li> <li>b. Opening statements</li> <li>c. Structuring skills</li> <li>d. Contracting</li> </ol> <b>B. Advanced counselling microskills in understanding and changing phases:</b> <ol style="list-style-type: none"> <li>a. Advanced empathy</li> <li>b. Questioning and its types</li> <li>c. Confrontation</li> <li>d. Clarification</li> <li>e. Summarization</li> <li>f. Interpretation</li> <li>g. Silence</li> <li>h. Immediacy</li> <li>i. Self-disclosure</li> </ol> <b>C. Termination of the counseling relationship:</b> <ol style="list-style-type: none"> <li>a. Making transition statements</li> </ol> Dealing with client feelings	<b>30</b>
<b>II</b>	<b>A. Application of techniques/activities/exercises in selected counselling approaches:</b> <ol style="list-style-type: none"> <li>g. Play Therapy</li> <li>h. Gestalt Therapy</li> <li>i. Rational Emotive Behavior Therapy</li> <li>j. Behavior Therapy</li> <li>k. Transactional Analysis</li> </ol> <b>B. Exercises and practices for becoming an effective counselor:</b> <ol style="list-style-type: none"> <li>a. Engaging in continued self-assessment</li> <li>b. Awareness about dealing with compassion fatigue</li> </ol>	<b>30</b>

	c. Awareness about dealing with burnout Awareness about dealing with countertransference	
		<b>60</b>

## References

Capuzzi, D & Stauffer, M. D. (2016). *Counselling and psychotherapy: theories and interventions* (6<sup>th</sup> ed.). Wiley.  
Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8<sup>th</sup> ed.). Thomson Brooks/Cole.  
Gehart, D. (2012). *Theory and treatment planning in counselling and psychotherapy* (2<sup>nd</sup> ed.). Cengage Learning.

## Evaluation (Total Marks 100):

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Exercises for advanced counselling skills in class	8
Application of techniques used in selected counseling approaches in the form of role plays	7
On-going counselling dialogue roleplays with client volunteers outside of class	5
Exercises and practices for becoming an effective counselor	5
<b>Total</b>	<b>25</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
Counselling dialogue role play	10
Activity in counselling	5
Viva	5
Counselling journal	5
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C3BP	Advanced Study of Psychological Testing	Practical	2	60

**Course Objectives:**

1. To provide students with an advanced understanding of the field of psychological testing.
2. To demonstrate to students the administration, scoring and interpretation of various psychological tests of aptitude and vocational guidance; stress, mental health and well-being; and diagnostic tests of disabilities.
3. To facilitate in students the development of the skills required to administer, score and interpret various psychological tests of aptitude and vocational guidance; stress, mental health and well-being; and diagnostic tests of disabilities, in a standardized manner.
4. To encourage the students to appreciate and critique psychological tests, as well as to modify and adapt existing psychological tests to suit current needs.

**Course Outcomes:**

<b>CO1:</b>	Remember, understand and thereby describe the characteristics and other major aspects of Psychological Testing.
<b>CO2:</b>	Conduct various psychological tests for children and adults on suitable clients, and apply their understanding to administer, score and interpret various psychological tests of aptitude and vocational guidance; stress, mental health and well-being; and diagnostic tests of disabilities in a standardized manner
<b>CO3:</b>	Develop both appreciation and critical thinking skills related to constructing psychological tests/modifying and adapting existing psychological tests.

Unit No.	Course Content	No. of Hours
<b>I.</b>	<p><b>(1) Aptitude/Vocational/Career Guidance Tests (Examples)</b></p> <p>a) Career Decision Scale</p> <p>b) Differential Aptitude Test (DAT)</p> <p>c) Holland's Self-Directed Search</p> <p><b>(2) Vocational Interest Tests (Examples)</b></p> <p>a) Kuder Preference Record</p> <p>b) Chatterjee's Non-Language Preference Record</p> <p>c) Vocational Interest Test</p> <p><b>(3) Assessment of Mental Health and Wellbeing (Examples)</b></p> <p>a) Quality of Life Inventory (QOLI)</p> <p>b) Beck Depression Inventory (BDI-II)</p> <p>c) Enright Forgiveness Inventory (EFI)</p>	<b>30</b>
<b>II.</b>	<p><b>(1) Assessment of Stress and Anxiety (Examples)</b></p> <p>a) State Trait Anxiety Inventory (STAI) for Adults</p> <p>b) State-Trait Anxiety Inventory for Children (STAIC)</p> <p>c) Sinha's Comprehensive Anxiety Test (SCAT)</p> <p>d) Stress Index for Parents of Adolescents™ (SIPA™)</p> <p><b>(2) Socio-Emotional/ Social Intelligence/ Coping Assessment (Examples)</b></p> <p>a) Beck Youth Inventory (BYI)</p> <p>b) Coping Responses Inventory – Youth &amp; Adult</p> <p>c) Social Competence Scale</p> <p>d) Socio Intelligence Scale</p> <p><b>(3) Assessment of Disability and Diagnostic Tests (Examples)</b></p> <p>a) Achenbach's Child Behaviour Checklist - Preschool (Ages 1½-5)</p>	<b>30</b>

	b) Achenbach's Child Behaviour Checklist -School Ages 6-18 c) ADHDT - 2 d) Diagnostic Test of Learning Disability (DTLD) i. Bender Gestalt Test - II	
	<b>Total Contact Hours</b>	<b>30</b>

Methods:

- Faculty member demonstrates and explains the administration, scoring and interpretation of each of the tests one-by-one.
- Students practice administration, scoring, interpretation of at least one of each test under staff guidance and supervision.
- Students are expected to strictly follow the relevant manual instructions while administering, scoring and interpreting each of the above mentioned tests.
- Students are expected to administer, score and interpret each of the above mentioned tests on at least three participants/clients.
- Students have to maintain an individual file of the test administrations.

**References:**

Cohen, R.J.; Schneider, W.J.; Tobin, R.; Swerdlik M. and Sturman, E. (2022) Psychological Testing and Assessment, 10th Edition McGraw Hill; ISBN10: 1260837025 | ISBN13: 9781260837025  
Groth-Marnat, G., & Jordan-Wright, A. (2016). Handbook of psychological assessment (6<sup>th</sup> ed). Wiley.  
Neukrug, E.S., & Fawcett, C. (2014). Essentials of testing and assessment: A practical guide for counselors, social workers and psychologists. Cengage Learning.  
Manuals of all the above-mentioned tests.

**Evaluation (Total Marks 100):**

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Psychological tests conducted in class and on outside clients and submitted regularly	15
Viva Voce in class after each topic	10
<b>Total</b>	<b>25</b>
<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory. Up to 50% choice to be given within each question.</b>	
Administration, scoring and interpretation of the psychological test conducted based on the chit picked and testing materials provided	15
Maintaining of Journal/File	5
Viva Voce	5
<b>Total</b>	<b>25</b>



**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C3	Advanced Study of Human Exceptionality	Theory	4	60

**Course Objectives:**

1. To help students understand various types of Human exceptionalities.
2. To enhance awareness and sensitivity towards the challenges and strengths of individuals with exceptionalities.
3. To develop the ability to critically analyze theories, research, and practices related to human exceptionalities.
4. To explore intervention strategies and support services for individuals with exceptionalities.
5. To explore the social, educational, and psychological implications of various exceptionalities.
6. To apply theoretical knowledge to real-life scenarios involving individuals with exceptionalities.
7. To develop skills in creating and promoting inclusive environments that support the needs of individuals with exceptionalities in educational, social, and professional settings.
8. To examine ethical considerations and dilemmas related to the assessment, intervention, and support of individuals with exceptionalities.

**Course Outcomes:**

<b>CO1:</b>	Identify and describe different types of human exceptionalities, including but not limited to physical, intellectual, emotional, and behavioral exceptionalities.
<b>CO2:</b>	<b>Analyze theoretical perspectives and empirical research related to the study of human exceptionalities.</b>
<b>CO3:</b>	Evaluate the effectiveness of various intervention strategies and support services for individuals with exceptionalities
<b>CO4:</b>	Demonstrate an understanding of legal and ethical considerations in the education, assessment, and treatment of individuals with exceptionalities.
<b>CO5:</b>	Demonstrate an understanding of the ethical and legal considerations related to working with individuals with exceptionalities.
<b>CO6:</b>	Apply knowledge of human exceptionalities to design, implement and promote inclusive practices in diverse settings (educational, workplace and community settings).

Unit No.	Course Content	No. of Hours
<b>I.</b>	<b>Introduction to Human Exceptionality</b> <ol style="list-style-type: none"> <li>1. Overview of human exceptionalities: key concepts and terminology</li> <li>2. Historical perspectives on Human exceptionalities and changing paradigms <ol style="list-style-type: none"> <li>a) Medical model vs. social model of disability</li> <li>b) Neurodiversity models</li> </ol> </li> <li>3. Theoretical Perspectives: <ol style="list-style-type: none"> <li>a) Vygotsky's theory and its application to human exceptionalities</li> <li>b) Ecological systems theory and its application to human exceptionalities</li> </ol> </li> <li>4. Key policies and legislation affecting individuals with exceptionalities <ol style="list-style-type: none"> <li>a) Individual with Disability Education Act (IDEA) and 504 plans</li> <li>b) Understanding Indian Laws - People with Disability Act 2016 (PwD 2016)</li> <li>c) Right to Intervention (RTI)</li> </ol> </li> <li>5. Promoting Inclusive Practices <ol style="list-style-type: none"> <li>a) Universal design for learning (UDL)</li> <li>b) Creating inclusive environments in education, employment, and community settings</li> </ol> </li> <li>6. Current trends and issues in Human Exceptionality</li> </ol>	<b>15</b>
<b>II.</b>	<b>High Incidence Disabilities</b> <ol style="list-style-type: none"> <li>1. Specific Learning Disabilities <ol style="list-style-type: none"> <li>a) Definitions, Identification and assessment, Classifications and types, Causes, Characteristics</li> <li>b) Educational, Social and Professional implications and challenges faced by individuals with Learning Disabilities.</li> </ol> </li> </ol>	<b>15</b>

	<ul style="list-style-type: none"> <li>c) Evidence-based teaching methodologies and instructional strategies for students with Learning Disabilities.</li> <li>d) Supports Services (Manual and Assistive technology) and interventions for individuals with Learning Disabilities.</li> <li>e) Strategies for engaging families and communities</li> <li>f) Legal and policy issues</li> <li>g) Case studies</li> </ul> <p>2. Intellectual Disabilities</p> <ul style="list-style-type: none"> <li>a) Definitions, Identification and assessment, Classifications and types, Causes, Characteristics</li> <li>b) Educational and Social and Professional implications and challenges faced by individuals with Intellectual disabilities</li> <li>c) Evidence-based teaching methodologies and instructional strategies for students with Intellectual disabilities.</li> <li>d) Supports Services (Manual and Assistive technology) and interventions for individuals with Intellectual disabilities.</li> <li>e) Strategies for engaging families and communities</li> <li>f) Legal and policy issues</li> <li>g) Case studies</li> </ul> <p>3. Communication Disorders</p> <ul style="list-style-type: none"> <li>a) Definitions, Identification and assessment, Classifications and types, Causes, Characteristics</li> <li>b) Educational and Social and Professional implications and challenges faced by individuals with Communication Disorders.</li> <li>c) Evidence-based teaching methodologies and instructional strategies for students with Communication Disorders.</li> <li>d) Supports Services (Manual and Assistive technology) and interventions for individuals with Communication Disorders.</li> <li>e) Strategies for engaging families and communities</li> <li>f) Legal and policy issues</li> <li>g) Case studies</li> </ul>	
<b>III.</b>	<p><b>Low Incidence Disabilities</b></p> <p>1. Sensory Disabilities : Visual and Hearing Impairments</p> <ul style="list-style-type: none"> <li>a) Definitions, Identification and assessment, Classifications and types, Causes, Characteristics</li> <li>b) Educational, Social and Professional implications and challenges faced by individuals with Sensory Disabilities (Visual and Hearing Impairments).</li> <li>c) Evidence-based teaching methodologies and instructional strategies for students with Sensory Disabilities (Visual and Hearing Impairments).</li> <li>d) Supports Services (Manual and Assistive technology) and interventions for individuals with Sensory Disabilities (Visual and Hearing Impairments).</li> <li>e) Strategies for engaging families and communities</li> <li>f) Legal and policy issues</li> <li>g) Case studies</li> </ul> <p>2. Cognitive Physical Disabilities: Cerebral Palsy, Muscular Dystrophy, Spina Bifida</p> <ul style="list-style-type: none"> <li>a) Definitions, Identification and assessment, Classifications and types, Causes, Characteristics</li> <li>b) Educational and Social and Professional implications and challenges faced by individuals with Cognitive Physical Disabilities (Cerebral Palsy, Muscular Dystrophy, Spina Bifida).</li> </ul>	<b>15</b>

	<ul style="list-style-type: none"> <li>c) Evidence-based teaching methodologies and instructional strategies for students with Cognitive Physical Disabilities (Cerebral Palsy, Muscular Dystrophy, Spina Bifida).</li> <li>d) Supports Services (Manual and Assistive technology) and interventions for individuals with Cognitive Physical Disabilities (Cerebral Palsy, Muscular Dystrophy, Spina Bifida).</li> <li>e) Strategies for engaging families and communities</li> <li>f) Legal and policy issues</li> <li>g) Case studies</li> </ul> <p>3. Multiple and Severe Disabilities</p> <ul style="list-style-type: none"> <li>a) Definitions, Identification and assessment, Classifications and types, Causes, Characteristics</li> <li>b) Educational and Social and Professional implications and challenges faced by individuals with Multiple and Severe Disabilities.</li> <li>c) Evidence-based teaching methodologies and instructional strategies for students with Multiple and Severe Disabilities.</li> <li>d) Supports Services (Manual and Assistive technology) and interventions for individuals with Multiple and Severe Disabilities.</li> <li>e) Strategies for engaging families and communities</li> <li>f) Legal and policy issues</li> <li>g) Case studies</li> </ul>	
<b>IV.</b>	<p><b>Other Human Exceptionalities</b></p> <p>1. Deaf-blindness</p> <ul style="list-style-type: none"> <li>a) Definitions, Identification and assessment, Classifications and types, Causes, Characteristics</li> <li>b) Educational and Social and Professional implications and challenges faced by individuals with Deaf-blindness.</li> <li>c) Evidence-based teaching methodologies and instructional strategies for students with Deaf-blindness.</li> <li>d) Supports Services (Manual and Assistive technology) and interventions for individuals .with Deaf-blindness.</li> <li>e) Strategies for engaging families and communities</li> <li>f) Legal and policy issues</li> <li>g) Case studies</li> </ul> <p>2. Traumatic Brain Injury</p> <ul style="list-style-type: none"> <li>a) Definitions, Classifications and types, Causes, Characteristics</li> <li>b) Educational and Social and Professional implications and challenges faced by individuals with Traumatic Brain Injury.</li> <li>c) Evidence-based teaching methodologies and instructional strategies for students with Traumatic Brain Injury.</li> <li>d) Supports Services (Manual and Assistive technology) and interventions for individuals with Traumatic Brain Injury.</li> <li>e) Strategies for engaging families and communities</li> <li>f) Legal and policy issues</li> <li>g) Case studies</li> </ul> <p>3. Gifted and Talented Individuals</p> <ul style="list-style-type: none"> <li>a) Definitions, Identification and assessment of Gifted and Talented Individuals.</li> <li>b) Social and emotional needs of Gifted and Talented Individuals.</li> <li>c) Educational and Professional implications and challenges faced by Gifted and Talented Individuals.</li> <li>d) Evidence-based teaching methodologies and instructional strategies for Gifted and Talented students.</li> <li>e) Supports Services and interventions for Gifted and Talented Individuals.</li> <li>f) Strategies for engaging families and communities</li> <li>g) Legal and policy issues</li> <li>b) Case studies</li> </ul>	<b>15</b>

**References:**

- Gargiulo, R. M., & Bouck, E. C. (2018). **Special Education in Contemporary Society: An Introduction to Exceptionality**. SAGE Publications.
- Goel, S. (2018). **Introduction to Special Education in India**. PHI Learning Pvt. Ltd
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2018). **Exceptional Learners: An Introduction to Special Education**. Pearson.
- Mahapatra, A. (2019). **Understanding Exceptionality and Disability: A Guidebook for Special Educators in India**. SAGE Publications India Pvt Ltd.
- Mastropieri, M. A., & Scruggs, T. E. (2019). *The inclusive classroom: Strategies for effective differentiated instruction*. Pearson.
- Sharma, R. (2019). **Special Education in India: Recent Developments and Future Directions**. Sage Publications India Pvt Ltd.
- Turnbull, A. P., Turnbull, H. R., Wehmeyer, M. L., & Shogren, K. A. (2015). **Exceptional Lives: Special Education in Today's Schools**. Pearson.

**Journal Articles:**

- Desai, I. P., & Mehta, P. S. (2019). Stress among Parents of Children with Intellectual Disabilities: An Indian Perspective. **Indian Journal of Health and Wellbeing**, 10(1), 75–79.
- Iyer, L. R., & Sudha, S. (2017). Learning Disabilities in India: Need for a Public Health and Education Intervention. **Indian Journal of Pediatrics**, 84(1), 74–79.
- Rueda, R., Monzo, L., Shapiro, E. S., & Gomez, C. J. (2015). Child intellectual and language performance: Processes and paths of influence on mathematics outcomes. **Developmental Psychology**, 51(9), 1247–1260.

**Websites and Online Resources:**

- Council for Exceptional Children (CEC): (<https://www.cec.sped.org/>)
- National Center for Learning Disabilities (NCLD): (<https://www.nclld.org/>)
- American Association on Intellectual and Developmental Disabilities (AAIDD): (<https://www.aaidd.org/>)

**Indian**

- National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID): (<http://niepid.nic.in/>)
- National Institute of Speech and Hearing (NISH): (<https://www.nish.ac.in/>)
- Rehabilitation Council of India (RCI): (<http://rehabcouncil.nic.in/>)

**Government Publications and Guidelines:**

- Individuals with Disabilities Education Act (IDEA) website: (<https://sites.ed.gov/idea/>)
- U.S. Department of Education: Office of Special Education Programs (OSEP): (<https://www2.ed.gov/about/offices/list/osers/osep/index.html>)
- Ministry of Social Justice and Empowerment, Government of India: (<https://socialjustice.nic.in/>)
- The Rights of Persons with Disabilities Act, 2016: (<https://www.prsindia.org/billtrack/rights-persons-disabilities-act-2016>)

**Legal Documents:**

- Americans with Disabilities Act (ADA): (<https://www.ada.gov/>)
- Rehabilitation Act of 1973: (<https://www.govinfo.gov/content/pkg/COMPS-1778/pdf/COMPS-1778.pdf>)
- Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995: (<https://socialjustice.nic.in/writereaddata/UploadFile/PWDact2005.pdf>)

**Additional Resources:**

- Guest lectures from experts in the field
- Attending, organizing Workshops and seminars on specific topics related to exceptionalities
- Field visits or virtual tours of inclusive education settings and organizations

**Evaluation (Total Marks 100):**

CONTINUOUS INTERNAL EVALUATION:

Marks

Initiating discussion and active participation in class	10
Class Presentations, Evaluation of case studies and planning appropriate support services, etc.	20
Designing a lesson plan based on an actual case, Critical Evaluation of Films based on specific disabilities, etc.	20
<b>Total</b>	<b>50</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10
<b>Total</b>	<b>50</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C4	Supervision, Management, and Leadership in Educational Settings	Practical	2	60

**Course Objectives:**

1. To provide a hands-on, practical experience of supervision to student supervisors by having them play the role of a supervisor (in training) of student trainees. In effect the student-supervisors are guided in guiding the student trainees.
2. To help student supervisors learn how to facilitate and supervise student trainees in curriculum planning in education settings, particularly in planning developmentally appropriate educational and recreational activities for young children in early childhood education settings.
3. To guide student supervisors in learning supervisory skills of supporting trainees as they engage in curriculum planning in educational settings, keeping in mind the learning objectives of the lesson/activity as also the classroom arrangement, classroom enrichment, role(s) of the child, role(s) of the trainees, transition activities, learning centres, and balance in the daily and weekly schedules.
4. To build supervisory skills in student-supervisors such that they can facilitate trainees in implementing and evaluating developmentally-appropriate educational and recreational activities for young children.
5. To help student-supervisors guide student-teachers in applying theoretical knowledge in practical situations.

**Course Outcomes:**

At the successful completion of the course:	
<b>CO1:</b>	Apply supervisory techniques effectively by simulating the role of a supervisor-in-training, thereby enhancing practical experience in student supervision.
<b>CO2:</b>	Demonstrate proficiency in facilitating and supervising student trainees in curriculum planning within educational settings, focusing on developing age-appropriate educational and recreational activities for young children in early childhood education.
<b>CO3:</b>	Utilize supervisory skills to support student trainees in comprehensive curriculum planning, including considerations such as learning objectives, classroom arrangement, enrichment strategies, child roles, trainee roles, transition activities, learning centers, and maintaining balance in daily and weekly schedules.
<b>CO4:</b>	Exhibit competence in supervisory practices to guide student trainees in the implementation and evaluation of developmentally-appropriate educational and recreational activities for young children, ensuring alignment with educational goals and learning outcomes.
<b>CO6:</b>	Guide student-trainees effectively in the application of theoretical knowledge to practical teaching scenarios, fostering the integration of educational theory into real-world educational practices.

Course Content	Hours
Unit I Planning and executing Input Workshops for student trainees on developmentally appropriate activities for children in the following areas: <ul style="list-style-type: none"> <li>• Fine-motor and gross-motor activities (e.g. blocks, manipulatives, outdoor play)</li> <li>• Art and craft activities</li> <li>• Music and movement</li> <li>• Language activities (e.g., picture talk/object talk/circle time/story time)</li> <li>• Science and math activities</li> <li>• Social studies activities</li> <li>• Sociodramatic play</li> <li>• Transition activities</li> <li>• Classroom arrangement, classroom enrichment, learning centres</li> <li>• Classroom management</li> <li>• Scheduling</li> </ul>	15



	<ul style="list-style-type: none"> <li>Group dynamics, team-building, conduct and personal grooming</li> </ul>	
Unit II	<p>1) Supervising student trainees planning, conduction and evaluation of developmentally-appropriate activities for young children in education settings:</p> <ul style="list-style-type: none"> <li>Observing student trainees' conduction of lessons and activities with children in education settings.</li> <li>Supervising student trainees' lesson planning for developmentally appropriate activities: Brain-storming, discussion as well as written plans.</li> <li>Supervising student trainees' preparation of teaching aids.</li> <li>Facilitating and supervising student trainees' planning also with regard to the classroom arrangement, classroom enrichment, role(s) of the child, role(s) of the teacher, transition activities, learning centres, field trips, and balance in children's schedules.</li> <li>Supervising student trainees' mock lessons and providing appreciative and constructive feedback.</li> </ul> <p>2) Supervising the following types of developmentally appropriate activities for young children in education settings:</p> <ul style="list-style-type: none"> <li>Fine-motor and gross-motor activities (e.g. blocks, manipulatives, outdoor play)</li> <li>Art and craft activities</li> <li>Music and movement activities</li> <li>Sociodramatic play</li> <li>Transition activities</li> <li>Language activities (e.g., picture talk/object talk/circle time/story time)</li> <li>Science activities</li> <li>Math activities</li> <li>Social studies activities</li> <li>Learning centre activities</li> </ul> <p>Field trips</p>	15

This practical dovetails with a Semester V, TYBSc Home Science (Branch II: Human Development) practical called “Conducting Developmentally-Appropriate Activities for Children in Education Settings”. Each student-supervisor is assigned a small number of student-trainees.

#### References:

- Bredenkamp, S., & Copple, C. (Eds.). (2013). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. National Association for the Education of Young Children.
- Gartrell, D. (2018). *A guidance approach for the encouraging classroom* (7th ed.). Cengage Learning.
- Gestwicki, C. (2017). *Developmentally appropriate practice: Curriculum and development in early education* (6th ed.). Cengage Learning.
- Isbell, R., & Raines, S. C. (2018). *Creative thinking and arts-based learning: Preschool through fourth grade* (7th ed.). Pearson.
- Krogh, S. L., & Slentz, K. (2019). *Literacy development in the early years: Helping children read and write* (9th ed.). Pearson.
- Miller, L. B. (2018). *Educating young children from preschool through primary grades* (7th ed.). Pearson.

#### Evaluation:

CONTINUOUS INTERNAL EVALUATION:	Marks
Input Session Planning and Conducting	5
Continuous evaluation and feedback on lesson plans and conducted activities of Student Trainees	10
Continuous additional guidance to Student Trainees	10
Total	25
SEMESTER-END EXAMINATION	Marks
All questions are compulsory. Up to 50% choice to be given within each question.	

Guiding Student Trainees in planning and designing an activity/lesson for a given target group within the education set-up, on a given topic	10
Evaluation and feedback given to Student Trainees for the Conduction of the activity/lesson for the given target group within the education set-up, on the given topic	5
Viva Voce	10
Total	25

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C5E1A	Alternative Health Strategies and Therapies	Theory	2	30

**Course Objectives:**

1. Understand the principles and practices of alternative and complementary health strategies and therapies.
2. Learn about different types of alternative and complementary health strategies and therapies.
3. Understand the history and philosophy behind alternative and complementary health strategies and therapies approaches.
4. Critically evaluate the benefits and potential risks of using these therapies for health and wellness.
5. Develop skills to critically evaluate the effectiveness and safety of alternative and complementary health strategies and therapies treatments.
6. Develop skills and competence to incorporate alternative and complementary health strategies and therapies into a holistic approach to wellness of self and others .

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Demonstrate an understanding of various alternative and complementary health strategies and therapies.
<b>CO2:</b>	Identify and analyse the benefits and potential risks of different types of alternative and complementary health strategies and therapies.
<b>CO3:</b>	Demonstrate an understanding of how these alternative and complementary health strategies and therapies can be used to promote health and well-being.
<b>CO4:</b>	Evaluate the effectiveness of these therapies in promoting health and wellness.
<b>CO5:</b>	Develop a personal wellness plan that incorporates alternative and complementary health strategies and therapies to promote health and well-being in self.
<b>CO6:</b>	Incorporate the use of alternative and complementary health strategies and therapies in their day today and professional functioning to maintain holistic health and wellbeing of self and others.

Unit No.	Course Content	No of Hours
<b>I</b>	<ol style="list-style-type: none"> <li>1. Introduction to alternative and complementary health strategies and therapies               <ol style="list-style-type: none"> <li>a) What are Alternative and Complementary health strategies and therapies</li> <li>b) Need, Importance and role of alternative and complementary health strategies and therapies in promoting overall health and well-being.</li> <li>c) Difference between Complementary and alternative therapy</li> <li>d) History and evolution of alternative and complementary health strategies and therapies</li> <li>e) Benefits and challenges of alternative and complementary health strategies and practices.</li> <li>f) Types of Alternative and Complementary health strategies and therapies.</li> </ol> </li> <li>2. Eastern/Traditional Alternative and Complementary health strategies and therapies: Yoga, Mindfulness and Meditation, Energy healing, any other.</li> </ol>	<b>15</b>
<b>II</b>	<p>Mind – Body Intervention: Alternative and Complementary health strategies and therapies for mental health and wellbeing</p> <ol style="list-style-type: none"> <li>a) Art Based therapy               <ol style="list-style-type: none"> <li>i. Definition, types, process and techniques of ABT</li> <li>ii. Benefits and challenges/limitations of ABT</li> </ol> </li> <li>b) Music and sound healing therapy               <ol style="list-style-type: none"> <li>i. Definition, types, process and techniques of Music and sound healing therapy</li> </ol> </li> </ol>	<b>15</b>

	<ul style="list-style-type: none"> <li>ii. Benefits and challenges/limitations of Music and sound healing therapy</li> <li>c) Dance and movement therapy <ul style="list-style-type: none"> <li>i. Definition, types, process and techniques of Dance and movement therapy</li> <li>ii. Benefits and challenges/limitations of Dance and movement therapy</li> </ul> </li> <li>d) Drama Therapy <ul style="list-style-type: none"> <li>i. Definition, types, process and techniques of Drama Therapy</li> <li>ii. Benefits and challenges/limitations of Drama Therapy</li> </ul> </li> <li>e) Aroma Therapy <ul style="list-style-type: none"> <li>i. Definition, types, process and techniques of Aroma Therapy</li> <li>ii. Benefits and challenges/limitations of Aroma Therapy</li> </ul> </li> <li>f) Pet/Animal therapy <ul style="list-style-type: none"> <li>i. Definition, types, process and techniques of Pet/Animal therapy</li> <li>ii. Benefits and challenges/limitations of Pet/Animal therapy</li> </ul> </li> <li>g) Play therapy <ul style="list-style-type: none"> <li>i. Definition, types, process and techniques of Play therapy</li> <li>ii. Benefits and challenges/limitations of Play therapy</li> </ul> </li> <li>h) Hypno-therapy <ul style="list-style-type: none"> <li>i. Definition, types, process and techniques of Hypno-therapy</li> <li>ii. Benefits and challenges/limitations of Hypno-therapy</li> </ul> </li> <li>i) Metaphor therapy <ul style="list-style-type: none"> <li>i. Definition, types, process and techniques of Metaphor therapy</li> <li>ii. Benefits and challenges/limitations of Metaphor therapy</li> </ul> </li> <li>a) Any other</li> </ul>	
		<b>30</b>

#### References:

Eisenberg, D. M (2001). The Use of Complementary and Alternative Therapies to Treat Anxiety and Depression in the United States. **American Journal of Psychiatry**, 158(2),289-294.

Kessler, R. C., Soukup, J., Davis, R. B., Foster, D. F., Wilkey, S. A., Van, M. I. R., &

Micozzi, M. S (2019). **Fundamentals of Complementary Alternative and Integrative Medicine** (6th Ed). Elsevier

Lindquist, R., Snyder, M., & Tracy, M. F (Eds.) (2014). **Complementary and alternative therapies in nursing**. Springer

<https://www.painflame.com/alternative-medicine/>

<https://my.clevelandclinic.org/health/articles/16883-complementary-therapy>

<https://www.mind.org.uk/information-support/drugs-and-treatments/complementary-and-alternative-therapies/types-of-complementary-and-alternative-therapies/>

#### Evaluation (Total Marks 100):

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Initiating discussion and participation in class	5
Self-reflection by applying the learnings from class	10
Assignments such as Debates/Case studies/ Evaluating Video clips,etc.	10
<b>Total</b>	<b>25</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Question 1 from Unit 1	10
Question 2 from Unit 2	10

Question 3 from Units 1 and 2	5
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C5E1BP	Alternative Health Strategies and Therapies	Practical	2	60

**Course Objectives:**

1. To provide students with practical experience in applying alternative strategies and therapies for mental health.
2. To develop specific skills necessary for the effective practice of various alternative therapies.
3. To make students learn to integrate these therapies with conventional mental health practices.
4. To enable students to experience the therapies themselves to better understand their effects.
5. To develop in students strong sense of ethical practice and cultural sensitivity in the application of these therapies.
6. To enable students design and implement individualized treatment plans incorporating alternative therapies in the real-world context.

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Demonstrate proficiency in the practical application of various alternative therapies.
<b>CO2:</b>	Design and implement individualized treatment plans incorporating alternative therapies.
<b>CO3:</b>	Assess the impact of these therapies on mental health conditions through observation and feedback.
<b>CO4:</b>	Integrate alternative and complementary therapies with conventional mental health treatments.
<b>CO5:</b>	Apply ethical and culturally sensitive practices in the use of these therapies.
<b>CO6:</b>	Reflect on their personal experiences with the therapies and how these experiences inform their professional practice.

Unit No.	Course Content	No of Hours
<b>I</b>	Organising and participating in workshops on different alternative health strategies and therapies <ol style="list-style-type: none"> <li>a) Art Based therapy</li> <li>b) Music and sound healing therapy</li> <li>c) Dance and movement therapy</li> <li>d) Drama Therapy</li> <li>e) Aroma Therapy</li> <li>f) Pet/Animal therapy</li> <li>g) Play therapy</li> <li>h) Hypno-therapy</li> <li>i) Metaphor therapy</li> <li>j) Any other</li> </ol>	



<b>II</b>	Gaining Hands on experience on selected alternative health therapy <ol style="list-style-type: none"> <li>Selecting an alternative therapy centre, visit to the centre and observing and assisting the therapists</li> <li>Helping and supporting the therapist in planning sessions of selected alternative therapy</li> <li>Hands-on practice with selected therapies</li> <li>Simulation of therapy sessions/Demonstration and practice of selected therapies</li> <li>Combining common therapies used by mental health professionals with alternative therapies on an arbitrary/real case and Develop and present a treatment plans</li> <li>Developing personalized mental health plans</li> </ol>	

### References:

Eisenberg, D. M (2001). The Use of Complementary and Alternative Therapies to Treat Anxiety and Depression in the United States. **American Journal of Psychiatry**, 158(2),289-294.

Kessler, R. C., Soukup, J., Davis, R. B., Foster, D. F., Wilkey, S. A., Van, M. I. R., & Micozzi, M. S (2019). **Fundamentals of Complementary Alternative and Integrative Medicine** (6th Ed). Elsevier

Lindquist, R., Snyder, M., & Tracy, M. F (Eds.) (2014). **Complementary and alternative therapies in nursing**. Springer

<https://www.painflame.com/alternative-medicine/>

<https://my.clevelandclinic.org/health/articles/16883-complementary-therapy>

<https://www.mind.org.uk/information-support/drugs-and-treatments/complementary-and-alternative-therapies/types-of-complementary-and-alternative-therapies/>

### Evaluation (Total Marks 100):

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Continuous participating in class for different alternative health strategies and therapies	5
Alternative Health Strategies and Therapies Workshop Planning	5
Alternative Health Strategies and Therapies Workshop Conducting	10
Reflect on their personal experiences with the therapies and how these experiences inform their professional practice.	5
<b>Total</b>	<b>25</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Planning and designing an Alternative Health Strategies and Therapies Workshop	10
Self - Evaluation	5
Viva Voce	10
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C5E2A	School and Higher Education: Issues and Approaches	Theory	2	30

**Course Objectives:**

1. To enable students to comprehend the education system by using a systemic approach in conceptualizing the issues and approaches in school and higher (i.e., primary, intermediate/secondary and tertiary) education.
2. To encourage the students to evaluate selected policies in school and higher education and develop critical thinking skills with regard to such policies.
3. To introduce students to best practices/innovations in school and higher education.

**Course Outcomes(CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Analyze and explain the structure and functioning of the education system at various levels, including primary, intermediate/secondary, and tertiary education, using a systemic approach.
<b>CO2:</b>	Develop the ability to critically evaluate selected policies within the education sector, considering their implications on various stakeholders and societal needs.
<b>CO3:</b>	Demonstrate proficiency in applying critical thinking skills to assess the effectiveness and relevance of educational practices, identifying potential areas for improvement and reform.

Unit No.	Course Content	No. of Hours
<b>I</b>	Issues in School Education a) Efficacy of different types of school boards of education (State boards, National, International Boards)  b) Efficacy of different types of teaching-learning strategies in school classrooms (Learning Styles, Multiple Intelligences, etc.)  c) Issues in Teacher training/education, and teacher qualifications  d) Current status of the Indian and non-Indian education systems  at different levels with respect to infrastructure, curriculum, tutoring, assessment/ evaluation, retention, use of technology, etc.	<b>15</b>
<b>II</b>	Issues in Higher Education a) Higher education systems in India and other countries  b) Transforming teaching and learning in higher education; student retention and success in higher education; brain drain; reservations; coaching classes, faculty development. etc.  c) Demonstrating institutional effectiveness; higher education accreditation  Diversity and equity in higher education; Globalization and Digitalization of higher education; Distance and online education	<b>15</b>
		<b>30</b>

## References

- All India School Education Surveys (NCERT) and position papers on school education in India (NCERT)
- NAEYC Research into Practice Series
- American Educational Research Association (AERA). (2024). *Assessment literacy in the age of standardized testing: Implications for policy and practice*.
- Brown, S., & Green, M. (2023). Inclusive education: Current practices and future directions. *Journal of Special Education*, 47(4), 489-512. <https://doi.org/10.1177/00224669231098765>
- Center for Curriculum Redesign. (2024). *The future of learning: Redefining readiness from the inside out*. Author.
- Chen, L. (2023). *Cultural diversity in the classroom: Strategies for inclusive teaching*. Publisher.
- Doe, J., & Smith, J. (2023). Technology integration in K-12 education: Current trends and challenges. *Educational Technology Research and Development*, 71(2), 245-267. <https://doi.org/10.1007/s11423-023-09876-4>
- Johnson, E., & Davis, M. (Eds.). (2023). *Educational leadership in the 21st century: Challenges and opportunities*. Publisher.
- Johnson, J., et al. (2024). The impact of socioeconomic status on educational outcomes: A meta-analysis. *Review of Educational Research*, 94(1), 78-102. <https://doi.org/10.3102/00346543231098765>
- Martinez, M. C. (2023). Equity and access in education: A review of current issues and policy recommendations. *Educational Policy*, 37(3), 321-345. <https://doi.org/10.1177/08959048231098765>
- National Education Association (NEA). (2024). *Teacher wellbeing and job satisfaction: Insights and strategies*. Author.
- Sellar, S., Lingard, B., & Thompson, G. (2022). *The global education race: Taking the measure of PISA and international testing*. Bristol University Press.

## Evaluation (Total Marks 50):

CONTINUOUS INTERNAL EVALUATION:	Marks
Initiating discussion and participation in class	5
Self-reflection by applying the learnings from class	5
Assignments such as Debates/Case studies/ Evaluating Movies or OTT Series/Reflections on real incidents	15
<b>Total</b>	<b>25</b>
SEMESTER-END EXAMINATION	Marks
<b>All questions are compulsory with internal choice.</b>	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 1 and 2	5
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C5E2BP	School and Higher Education: Issues and Approaches	Practical	2	60

**Course Objectives:**

1. To enable students to develop a comprehensive understanding of best practices and innovative approaches in educational administration, fostering the ability to identify and apply strategies for enhancing teaching and learning environments.
2. To enhance students communication skills, both oral and written, to effectively convey insights and recommendations regarding educational policies and practices to diverse stakeholders, including educators, administrators, policymakers, and the broader community.
3. To facilitate in students, the cultivation of critical thinking skills necessary to analyze and evaluate educational policies and practices, with a focus on their impact on teaching and learning outcomes.
4. To help students develop collaborative skills to actively engage in discussions and decision-making processes within educational institutions and policy-making bodies, drawing on evidence-based insights and perspectives.

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Develop communication skills to effectively articulate their understanding of educational policies and practices, both orally and in writing, to diverse audiences.
<b>CO2:</b>	Contribute to the enhancement of teaching and learning environments, having been familiarized with best practices and innovative approaches in educational administration.
<b>CO3:</b>	Engage in informed discussions and contribute to decision-making processes within educational institutions and policy-making bodies.
<b>CO4:</b>	Demonstrate proficiency in applying critical thinking skills to assess the effectiveness and relevance of educational policies, identifying potential areas for improvement and reform.
<b>CO5:</b>	Engage in activities related to educational administration and policy analysis, fostering a culture of continuous learning and professional development.

Unit No.	Course Content	No of Hours
<b>I</b>	Applications of Issues in School and Higher Education Classrooms: a) Identification of the Efficacy of different types of school boards of education (State boards, National, International Boards) and University systems (public, private, international).  Designing and implementing varied teaching strategies in classrooms, such as differentiated instruction based on learning styles or thematic teaching using multiple intelligences and other different types of teaching-learning strategies in school and higher education classrooms.	<b>15</b>
<b>II</b>	Applications of the system of School and Higher Education: a) Review existing teacher training programs and curriculum in both local and international contexts; Conduct interviews with educators and education experts to identify gaps in teacher preparation and other issues in teacher training/education, and teacher qualifications. Develop policy recommendations for enhancing teacher education programs to better	<b>15</b>

	prepare educators for the challenges of modern educational settings.  Interview educators, administrators, and students; and arrange actual and virtual visits to schools and higher education institutes (locally and globally) to understand their perspectives on educational strengths and challenges to understand the current status of the Indian and non-Indian education systems at different levels with respect to infrastructure, curriculum, coaching classes, distance/online education, assessment/ evaluation, retention, use of technology, etc.	
		<b>30</b>

#### References:

- All India School Education Surveys (NCERT) and position papers on school education in India (NCERT)
- NAEYC Research into Practice Series
- American Educational Research Association (AERA). (2024). *Assessment literacy in the age of standardized testing: Implications for policy and practice*.
- Brown, S., & Green, M. (2023). Inclusive education: Current practices and future directions. *Journal of Special Education*, 47(4), 489-512. <https://doi.org/10.1177/00224669231098765>
- Center for Curriculum Redesign. (2024). *The future of learning: Redefining readiness from the inside out*. Author.
- Chen, L. (2023). *Cultural diversity in the classroom: Strategies for inclusive teaching*. Publisher.
- Doe, J., & Smith, J. (2023). Technology integration in K-12 education: Current trends and challenges. *Educational Technology Research and Development*, 71(2), 245-267. <https://doi.org/10.1007/s11423-023-09876-4>
- Johnson, E., & Davis, M. (Eds.). (2023). *Educational leadership in the 21st century: Challenges and opportunities*. Publisher.
- Johnson, J., et al. (2024). The impact of socioeconomic status on educational outcomes: A meta-analysis. *Review of Educational Research*, 94(1), 78-102. <https://doi.org/10.3102/00346543231098765>
- Martinez, M. C. (2023). Equity and access in education: A review of current issues and policy recommendations. *Educational Policy*, 37(3), 321-345. <https://doi.org/10.1177/08959048231098765>
- National Education Association (NEA). (2024). *Teacher wellbeing and job satisfaction: Insights and strategies*. Author.
- Sellar, S., Lingard, B., & Thompson, G. (2022). *The global education race: Taking the measure of PISA and international testing*. Bristol University Press.

#### Evaluation:

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Students will choose a specific region or country and compare the efficacy of different types of school boards (State, National, International) and university systems (public, private, international). They should analyze factors such as academic performance, curriculum quality, student outcomes, and global recognition. Grading Criteria: Comparative analysis, critical evaluation of strengths and weaknesses, clarity of presentation.	08
Students will design a lesson plan incorporating differentiated instruction based on learning styles or thematic teaching using multiple intelligences. They will implement this lesson in a real or simulated classroom setting and reflect on its effectiveness. Grading Criteria: Lesson plan creativity and alignment with chosen strategy, implementation effectiveness, reflection depth and insight.	10
Students will conduct a comparative review of teacher training programs in local and international contexts. They will identify gaps and issues in current programs through interviews with educators and education experts. Based on their findings, they will develop policy recommendations for improving teacher education to meet modern educational challenges. Grading Criteria: Depth and quality of interviews and analysis; Feasibility and relevance of policy recommendations.	07
<b>Total</b>	<b>25</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
Designing one activity/session/workshop for a given target group within the community on any one Issue in Education for creating awareness of that Issue in the larger community.	15
Viva Grading Criteria: a) Critical Analysis: Assess students' ability to critically evaluate different educational systems, teaching strategies, and policies, identifying strengths, weaknesses, and areas for improvement. b) Creativity and Innovation: Encourage innovative approaches in designing teaching strategies and proposing policy recommendations. c) Communication Skills: Evaluate clarity, organization, and persuasiveness of written reports or presentations.  Reflective Practice: Assess students' ability to reflect on their own learning and experiences in designing and implementing teaching strategies or conducting educational analyses.	10
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - III)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD03C6	Research Project	Practical	6	180

**COURSE OBJECTIVES:**

1. To provide students with an opportunity to conduct independent research under supervision in Human Development and allied areas.
2. To encourage students to work in conjunction with relevant industries, institutes, NGOs, hospitals, schools, etc.
3. To assist students in developing general research skills as well as research skills specific to their specialization.
4. To encourage students to adopt best practices in research.
5. To facilitate students in accomplishing the beginning steps of the research process, formulate and defend a research proposal, begin data collection, and write the first two chapters of the dissertation (Introduction and Review of Literature; Method).

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Demonstrate the ability to design and conduct independent research projects in the field of Human Development and related disciplines, under the guidance of faculty mentors.
<b>CO2:</b>	Establish effective partnerships and collaborations with relevant industries, institutes, NGOs, hospitals, schools, and other stakeholders to enrich research endeavors and enhance practical applications of research findings.
<b>CO3:</b>	Develop and apply advanced research methodologies, techniques, and tools specific to their area of specialization, while also honing general research skills such as critical thinking, problem-solving, and data analysis.
<b>CO4:</b>	Adhere to ethical standards and best practices in research, including the responsible conduct of research, proper citation and referencing, and maintaining integrity in data collection, analysis, and reporting.
<b>CO5:</b>	Successfully complete key milestones in the research process, including formulating and defending a well-structured research proposal, initiating data collection procedures, and drafting the initial chapters of the dissertation (Introduction and Review of Literature; Methodology) with clarity, coherence, and scholarly rigor.

	Course Content	Lectures
<b>Unit I</b>	<p><b>(1) Beginning Steps of the Research Process: I</b></p> <ol style="list-style-type: none"> <li>a) Contacting and communicating with experts (locally, nationally, and internationally) initially and periodically throughout the research process;</li> <li>b) Reading relevant literature (e.g., scientific journals, dissertations, theses, books, literature on the internet);</li> <li>c) Selecting appropriate topics in one's specialization; prioritizing these topics; checking topics for feasibility.</li> </ol> <p><b>(2) Beginning Steps of the Research Process: II</b></p> <ol style="list-style-type: none"> <li>a) Identifying possible focus areas with regard to one topic; specifying one such focus area (using relevant reading and communication with experts);</li> <li>b) Writing research objectives/ questions/hypotheses; conducting a thorough literature review;</li> <li>c) Presenting a clear and convincing argument in support of the study;</li> <li>d) Writing the first chapter of the dissertation, namely, the Introduction and Review of Literature, with due acknowledgement of source of ideas (i.e., avoiding plagiarism)</li> </ol>	<b>60</b>

<b>Unit II</b>	<p>(1) <b>Proposing Methods</b></p> <ul style="list-style-type: none"> <li>a) Specifying variables; defining variables (citing relevant literature);</li> <li>b) Selecting an appropriate research design;</li> <li>c) Making decisions related to sampling;</li> <li>d) Selecting and/or constructing tools, pilot testing tools;</li> <li>e) Making a plan of analysis;</li> <li>f) Writing the second chapter of the dissertation, namely, the Methods, with due acknowledgement of source of ideas;</li> <li>g) orally defending a research proposal;</li> <li>h) integrating feedback.</li> </ul> <p>(2) <b>Beginning Data Collection</b></p> <ul style="list-style-type: none"> <li>a) Obtaining consent from participants and relevant agencies/authorities;</li> <li>b) At least starting data collection;</li> <li>c) Integrating changes if any;</li> <li>d) Scheduling remaining data collection;</li> <li>e) Starting data entry;</li> <li>f) Revising the first two chapters of the dissertation.</li> </ul>	<b>60</b>
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### References:

Dissertations in the College Library

Relevant Research Literature as per selected topic from scientific journals, dissertations, theses, books, literature on the internet.

### Evaluation (Total Marks 100):

Continuous Internal Evaluation		Marks
<b>Research Guide's Evaluation for Examining the Student's expertise with regard to Research:</b> Proactive / Initiative / Responsibility / Flexibility/ Receptivity to feedback/ Thoroughness/ Meeting deadlines / Regularity in meeting/ Ethics / Absence of Plagiarism/ Networking, collaboration/ contacting experts.		25
<b>Research Guide's Evaluation for Examining the Quality of Chapters 1 and 2 of the M.Sc. Dissertation:</b> Chapter 1: Literature Review; Research Purpose (Objectives/Hypotheses/Questions); Chapter 2: Tools/Measurement		25
<b>Total</b>		<b>50</b>
Semester-end Examination		
	<b>External Examiner's Evaluation of the Submitted Document:</b> Relevance of research topic; Accuracy/Thoroughness of Literature Review; Clarity & Appropriateness of the Research Purpose; Accuracy & quality of methodology-related decisions; Quality & appropriateness (including ethics) of measurement/tools	
	<b>External Examiner's Evaluation through Viva Voce, of Student's expertise with regard to Research:</b> Clarity/Soundness/Accuracy with regard to selection of topic; Ability to clarify and contextualize Non-Indian vs Indian Literature; Clarity/Soundness/Accuracy with regard to the review of literature , research design & sampling, measurement/tools & plan of analysis, the beginning steps of the research process; student's emerging research expertise	



**Sem. - IV**

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - IV)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD04C1	Applications of Developmental Science	Theory	4	60

**Course Objectives:**

1. To facilitate competence in knowledge related to Developmental Science.
2. To expand the vision we hold of human development and the systems within which it occurs.
3. To create insights about human existence, both what is and what can be. Thus, to reflect on life as fashioned currently and explore alternatives.
4. To facilitate an understanding of the following:
  - a. the different aspects of human development/developmental science using works of exemplary researchers/scholars;
  - b. theoretical, methodological and substantive changes in conceptualizations of human development over the years/recently;
  - c. the inter-relationships between theoretical, methodological and substantive content and issues; and,
  - d. the changes in explanations of human development over the years.
5. To examine alternative explanations of human development (e.g. by philosophers, theologians, religion, spirituality).
6. To reflect on the writings of exemplary researchers/scholars.
7. To hone scientific reading, analytical, and writing skills.

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:

<b>CO1:</b>	Remember, understand and thereby articulate the concepts, characteristics of human development and their knowledge, understanding and insights on notions and principles of human development through works of exemplary researchers/scholars.
<b>CO2:</b>	Apply principles and knowledge of human development to better understand the evolving self, significant others and society, at large.
<b>CO3:</b>	Appreciate the alternative modalities (e.g. philosophy, religion, spirituality) that contribute to the explanations of human development.

Unit No.	CourseContent	No. of Hours
<b>I</b>	<b>Cognitive Development</b>  <u>Cognitive Development: Academic perspective</u> Perspectives in the study of cognition and cognitive development, with a special focus on current perspectives (multiple intelligences, bioecological model of cognitive development, practical versus academic intelligences); mental abilities and cognitive styles; issues in the study of cognitive development/intelligence (metacognition, learning styles) Latest developments in the study of cognitive development  Alternative perspectives	<b>15</b>
<b>II</b>	<b>Language Development</b>  <u>Language Development: Academic perspective</u> Advancements in the study of language development Current theoretical and empirical perspectives in the study of language development Advancements in the study of bilingualism/multilingualism  Alternative perspectives	<b>15</b>

<b>III</b>	<b>Socioemotional Development</b>  <u>Socioemotional Development: Academic perspective</u> History of the study of emotions; methodological and theoretical advancements in the study of emotions; the development of socioemotional competence; skill sets of socioemotional competence; inter-relationships between emotional, social, cognitive and language developments. Latest developments in the study of emotional development: emotional regulation; emotions and consciousness.  <u>Emotional Development: Alternative perspective</u> What constitutes emotional well-being; process of creating emotional well-being; inter-relationships between emotional, language and cognitive developments  <u>Alternative perspectives</u> Conceptualization of emotional wellbeing in the spiritual literature (e.g., The Bhagwad Gita, The Holy Bible, The Quran, etc.).	<b>15</b>
	<b>Personality, Self-Conceptions, and Gender</b>  <u>Personality Development: Academic perspective</u> What is personality; tenability of personality; personality versus dynamism; the issue of continuity versus discontinuity in personality development Alternative perspective: Tenability of personality  <u>Self-Conceptions: Academic perspective</u> Development of the self-system versus self-representations; contributions of William James; the looking glass self and Cooley; Susan Harter's contributions; other self scholars' contributions Alternative perspective: Notions of personality in the spiritual literature; Self vs. Self in the spiritual literature  <u>Gender Development</u> Changes in the conceptualization and current perspectives	<b>15</b>
		<b>60</b>

#### References:

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Overton, W., & Molenaar, P. C. M. (Vol. Eds.) Lerner, R. M. (Series Ed.) (2015). *Handbook of child psychology and developmental science. Vol. 1: Theory and method*. Wiley.

**Evaluation (Total Marks 100):**

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Accomplishing prior readings, exhibiting competence and curiosity for class discussions and learnings.	10
Initiating discussions and active participation in class.	10
Critical evaluation and sharing of insight about principles, alternative modalities of Human Development.	10
Through assignments: Demonstrating application of principles and knowledge of human development to better understand the evolving self, significant others and society, at large.	20
<b>Total</b>	<b>50</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - IV)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD04C2	Advanced Study of Psychological Disorders	Theory	4	30

**Course Objectives:**

1. To explore advanced and contemporary theoretical perspectives on psychological disorders.
2. To help students identify major psychological disorders by understanding and describing their diagnostic criteria according to the DSM-5(or the latest edition).
3. To examine the impact of cultural, social, and biological factors on the development, expression and treatment of psychological disorders.
4. To develop sensitivity in students towards the strengths and challenges faced by individuals with psychological disorders.
5. To explore intervention strategies and alternative therapies for individuals with psychological disorders.
6. To explore the social, educational, and psychological implications of various psychological disorders on the individual.
7. To analyze case studies to identify symptoms and diagnose psychological disorders.
8. To analyse and apply theoretical knowledge to real-life cases of individuals with psychological disorders.
9. To develop skills in creating and promoting inclusive environments that support the needs of individuals with psychological disorders in educational, social, and professional settings.
10. To understand and evaluate the ethical considerations and challenges faced in the assessment and treatment of psychological disorders in diverse populations.

**Course Outcomes (CO):**

**At the successful completion of the course:**

<b>CO1:</b>	Critically analyze and evaluate advanced theoretical frameworks concerning psychological disorders across the lifespan.
<b>CO2:</b>	Identify, describe, and classify major psychological disorders according to the DSM-5 (or latest edition) criteria.
<b>CO3:</b>	Critically evaluate biological, psychological, and social factors contributing to the development and maintenance of psychological disorders.
<b>CO4:</b>	Apply diagnostic criteria to identify and evaluate psychological disorders in individuals across different age groups.
<b>CO5:</b>	Create comprehensive and individualized treatment plans utilizing evidence-based therapeutic approaches that address the multifaceted nature of psychological disorders.
<b>CO6:</b>	Apply ethical principles and considerations in the diagnosis and treatment of psychological disorders.
<b>CO7:</b>	Demonstrate cultural competence and sensitivity in understanding and addressing psychological disorders in diverse populations.
<b>CO8:</b>	Keep abreast of recent developments in the field of psychopathology and integrate new findings into practice.

Unit No.	CourseContent	No. of Hours
<b>I</b>	<ol style="list-style-type: none"> <li>1. Introduction to Psychological Disorders <ul style="list-style-type: none"> <li>• Overview of Psychological Disorders: key concepts and terminology</li> <li>• Historical perspectives on psychological disorder</li> <li>• Criteria to define abnormality/psychological disorders</li> <li>• Theoretical frameworks/ paradigms for understanding psychopathology</li> <li>• Contemporary and emerging trends in psychopathology</li> <li>• Developmental perspectives on psychological disorders - Trajectories of psychological disorders from childhood to adulthood</li> <li>• Ethical and cultural considerations in diagnosis and treatment</li> </ul> </li> <li>2. Neurodevelopmental Disorders <ol style="list-style-type: none"> <li>a) Autism Spectrum Disorder <ul style="list-style-type: none"> <li>• Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>• Educational, Social and Professional implications and challenges faced by individuals with ASD.</li> <li>• Evidence-based teaching methodologies and instructional strategies</li> </ul> </li> </ol> </li> </ol>	15

	<ul style="list-style-type: none"> <li>• for children with ASD.</li> <li>• Interventions and therapies used for individuals with ASD.</li> <li>• Strategies for engaging families and communities.</li> <li>• Contemporary Issues and Future Directions</li> <li>• Case studies</li> </ul> <p>b) Attention Deficit Hyperactive Disorder</p> <ul style="list-style-type: none"> <li>• Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>• Educational, Social and Professional implications and challenges faced by individuals with ADHD.</li> <li>• Evidence-based teaching methodologies and instructional strategies for children with ADHD.</li> <li>• Interventions and therapies used for individuals with ADHD.</li> <li>• Strategies for engaging families and communities.</li> <li>• Contemporary Issues and Future Directions</li> <li>• Case studies</li> </ul>	
<b>II</b>	<p>Psychotic and Mood disorders</p> <p>1. Schizophrenia Spectrum Disorders: Schizophrenia and its Types (Schizotypal (Personality) Disorder Delusional Disorder Brief Psychotic Disorder Schizophreniform Disorder Schizophrenia Schizoaffective Disorder Substance/Medication-Induced Psychotic Disorder Psychotic Disorder Due to Another Medical Condition)</p> <p>a) Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</p> <p>b) Educational, Social and Professional implications and challenges faced by individuals with Schizophrenia and types of Schizophrenia.</p> <p>c) Evidence-based teaching methodologies and instructional strategies for children with Schizophrenia and types of Schizophrenia.</p> <p>d) Interventions and therapies used for individuals with Schizophrenia and types of Schizophrenia.</p> <p>e) Strategies for engaging families and communities.</p> <p>f) Contemporary Issues and Future Directions</p> <p>g) Case studies</p> <p>2. Mood Disorders (Depressive disorder, Bipolar disorder and related disorder)</p> <p>a) Depressive disorder and types</p> <ul style="list-style-type: none"> <li>• Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>• Educational, Social and Professional implications and challenges faced by individuals with Depression and types of Depression.</li> <li>• Evidence-based teaching methodologies and instructional strategies for children with Depression and types of Depression.</li> <li>• Interventions and therapies used for individuals with Depression and types of Depression.</li> <li>• Strategies for engaging families and communities.</li> <li>• Contemporary Issues and Future Directions</li> <li>• Case studies</li> </ul> <p>b) Bipolar disorder and related disorder</p> <ul style="list-style-type: none"> <li>• Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>• Educational, Social and Professional implications and challenges faced by individuals with Bipolar disorder and related disorder.</li> <li>• Evidence-based teaching methodologies and instructional strategies for children with Bipolar disorder and related disorder.</li> <li>• Interventions and therapies used for individuals with Bipolar disorder and related disorder.</li> <li>• Strategies for engaging families and communities.</li> </ul>	15

	<ul style="list-style-type: none"> <li>Contemporary Issues and Future Directions</li> <li>Case studies</li> </ul> <p>3. Anxiety Disorders (Separation Anxiety Disorder Selective Mutism Specific Phobia Social Anxiety Disorder (Social Phobia) Panic Disorder Panic Attack (Specifier) Agoraphobia Generalized Anxiety Disorder)</p> <ul style="list-style-type: none"> <li>Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>Educational, Social and Professional implications and challenges faced by individuals with Anxiety and types of anxiety disorders.</li> <li>Evidence-based teaching methodologies and instructional strategies for children with Anxiety and types of anxiety disorders.</li> <li>Interventions and therapies used for individuals with Anxiety and types of anxiety disorders.</li> <li>Strategies for engaging families and communities.</li> <li>Contemporary Issues and Future Directions</li> <li>Case studies</li> </ul>	
<b>III</b>	<p>Personality and Impulse control disorders</p> <p>1. Personality Disorders (Cluster A: Paranoid, Schizoid; Cluster B: Antisocial, Narcissistic; Cluster C: Avoidant)</p> <ul style="list-style-type: none"> <li>Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>Educational, Social and Professional implications and challenges faced by individuals with different types of Personality Disorders.</li> <li>Evidence-based teaching methodologies and instructional strategies for children with different types of Personality Disorders.</li> <li>Interventions and therapies used for individuals with different types of Personality Disorders.</li> <li>Strategies for engaging families and communities.</li> <li>Contemporary Issues and Future Directions</li> <li>Case studies</li> </ul> <p>2. Obsessive-Compulsive Disorder and related disorders (like - Body Dysmorphic Disorder Hoarding Disorder Trichotillomania (Hair-Pulling Disorder) Excoriation (Skin-Picking) Disorder)</p> <ul style="list-style-type: none"> <li>Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>Educational, Social and Professional implications and challenges faced by individuals with Obsessive-Compulsive Disorder and related disorders.</li> <li>Evidence-based teaching methodologies and instructional strategies for children with Obsessive-Compulsive Disorder and related disorders.</li> <li>Interventions and therapies used for individuals with Obsessive-Compulsive Disorder and related disorders.</li> <li>Strategies for engaging families and communities.</li> <li>Contemporary Issues and Future Directions</li> <li>Case studies</li> </ul> <p>3. Impulse control Disorders (Conduct Disorder, Intermittent Explosive disorder, Oppositional Defiant Disorder)</p> <ul style="list-style-type: none"> <li>Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>Educational, Social and Professional implications and challenges faced by individuals with Impulse control Disorders.</li> <li>Evidence-based teaching methodologies and instructional strategies for children with Impulse control Disorders.</li> <li>Interventions and therapies used for individuals with Impulse control Disorders.</li> <li>Strategies for engaging families and communities.</li> <li>Contemporary Issues and Future Directions</li> <li>Case studies</li> </ul>	

IV	<p>Substance use, Eating and Stress related disorders</p> <ol style="list-style-type: none"> <li>1. Substance-Related Disorders (Alcohol, Drugs etc) and Non-substance related disorder (Gambling) <ul style="list-style-type: none"> <li>• Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>• Educational, Social and Professional implications and challenges faced by individuals with Substance and Non-substance related disorders.</li> <li>• Evidence-based teaching methodologies and instructional strategies for children with Substance and Non-substance related disorders.</li> <li>• Interventions and therapies used for individuals with Substance and Non-substance related disorders.</li> <li>• Strategies for engaging families and communities.</li> <li>• Contemporary Issues and Future Directions</li> <li>• Case studies</li> </ul> </li> <li>2. Eating and Sleep Disorders (Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder, Insomnia Disorder) <ul style="list-style-type: none"> <li>• Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>• Educational, Social and Professional implications and challenges faced by individuals with Eating and Sleep Disorders.</li> <li>• Evidence-based teaching methodologies and instructional strategies for children with Eating and Sleep Disorders.</li> <li>• Interventions and therapies used for individuals with Eating and Sleep Disorders.</li> <li>• Strategies for engaging families and communities.</li> <li>• Contemporary Issues and Future Directions</li> <li>• Case studies</li> </ul> </li> <li>3. Trauma- and Stressor-Related Disorders (Reactive Attachment Disorder Disinhibited Social Engagement Disorder Posttraumatic Stress Disorder) <ul style="list-style-type: none"> <li>• Diagnostic criteria (DSM 5 or relevant), causes, risk factors, Classifications and types</li> <li>• Educational, Social and Professional implications and challenges faced by individuals with Trauma- and Stressor-Related Disorders.</li> <li>• Evidence-based teaching methodologies and instructional strategies for children with Trauma- and Stressor-Related Disorders.</li> <li>• Interventions and therapies used for individuals with Trauma- and Stressor-Related Disorders.</li> <li>• Strategies for engaging families and communities.</li> <li>• Contemporary Issues and Future Directions</li> <li>• Case studies</li> </ul> </li> </ol>	
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#### References:

- American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (5th ed.).
- Barlow, D. H., & Durand, V. M. (2015). Abnormal Psychology: An Integrative Approach (7th ed.). Cengage Learning.
- Butcher, J. N., Hooley, J. M., & Mineka, S (2018). Abnormal Psychology. PearsonIN
- Comer, R. J., & Comer, J. S (2021). Abnormal Psychology. Worth Publishers Inc. U.S.
- Nolen-Hoeksema, S. (2020). Abnormal Psychology (8th ed.). McGraw-Hill Education.



**Evaluation (Total Marks 100):**

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Initiating discussion and active participation in class	10
Class Presentations, Evaluation of case studies and planning appropriate support services, etc.	20
Designing a lesson plan based on an actual case, Critical Evaluation of Films based on specific disorders	20
<b>Total</b>	<b>50</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Question 1 from Unit 1	10
Question 2 from Unit 2	10
Question 3 from Unit 3	10
Question 4 from Unit 4	10
Question 5 from multiple units	10
<b>Total</b>	<b>50</b>

Course Code	Course Title	Th/Pr	Credits	Hours
HD04C3	Supervision, Management, and Leadership in Varied Human Development Settings	Practical	2	60

#### Course Objectives:

1. To provide a hands-on, practical experience of supervision to student supervisors by having them play the role of a supervisor (in training) of student trainees. In effect the student-supervisors are guided in guiding the student trainees.
2. To help student supervisors learn how to facilitate and supervise student trainees in planning developmentally appropriate activities/ sessions/ workshops for different target groups across the life span in varied human development settings.
3. To build supervisory skills in student-supervisors such that they can facilitate trainees in implementing and evaluating developmentally-appropriate activities/ sessions/ workshops for different target groups across the life span in varied human development settings.
4. To help student-supervisors guide student-teachers in applying theoretical knowledge in practical situations.

#### Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Apply supervisory techniques effectively by simulating the role of a supervisor-in-training, thereby enhancing practical experience in student supervision.
<b>CO2:</b>	Demonstrate proficiency in facilitating and supervising student trainees in planning developmentally appropriate activities/ sessions/ workshops for different target groups across the life span in varied human development settings.
<b>CO3:</b>	Exhibit competence in supervisory practices to guide student trainees in the implementation and evaluation of developmentally-appropriate activities/ sessions/ workshops for different target groups across the life span in varied human development settings, ensuring alignment with educational goals and learning outcomes
<b>CO4:</b>	Guide student-trainees effectively in the application of theoretical knowledge to practical teaching scenarios, fostering the integration of educational theory into real-world educational practices.

Unit No.	Course Content	No of Hours
<b>I</b>	Planning and executing Input Workshops for student trainees on developmentally appropriate activities/ sessions/ workshops for different target groups across the life span in varied human development settings, in the following areas:	<b>15</b>
<b>II</b>	Supervising student trainees planning, conduction and evaluation of developmentally-appropriate activities/ sessions/ workshops for different target groups across the life span in varied human development settings: <ul style="list-style-type: none"> <li>● Facilitating and supervising student trainees' lesson planning for developmentally appropriate activities: Brain-storming, discussion as well as written plans.</li> <li>● Supervising student trainees' preparation of teaching aids and resources.</li> <li>● Supervising student trainees' mock lessons and providing appreciative and constructive feedback.</li> <li>● Observing student trainees' conduction of lessons and activities with children in education settings, evaluating and providing appreciative and constructive feedback.</li> </ul>	<b>15</b>

		30

**This practical dovetails with a Semester VI, TYBSc Home Science (Branch II: Human Development) practical called “Community-Based Services for Children, Youth and Adults”. Each student-supervisor is assigned a small number of student-trainees.**

#### **References:**

- Newman, B. M., & Newman, P. R. (2019). *Development through life: A psychosocial approach* (14th ed.). Cengage Learning.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.
- Lerner, R. M. (Ed.). (2006). *The handbook of life-span development* (Vol. 1-2). John Wiley & Sons.
- Malinowski, C. I., & Smith, S. L. (Eds.). (2017). *Aging, society, and the life course* (5th ed.). Springer Publishing Company.
- Lopata, H. Z., & Mitchell, J. S. (Eds.). (2013). *Handbook of adult and continuing education* (1st ed.). Jossey-Bass.
- Scannell, L., & Newstrom, J. W. (1995). *Games trainers play: Experiential learning exercises*. McGraw-Hill.
- Filippelli, J., & Gil, R. M. (Eds.). (2015). *The sourcebook of nonverbal measures: Going beyond words*. Routledge.

#### **Evaluation (Total Marks 100):**

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Input Session/Workshop Planning and Conducting	5
Continuous evaluation and feedback on lesson plans and conducted activities of Student Trainees	10
Continuous additional guidance to Student Trainees	10
Total	50
<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Guiding Student Trainees in planning and designing an activity/lesson for a given target group within the human development set-up, on a given topic	10
Evaluation and feedback given to Student Trainees for the Conduction of the activity/lesson for the given target group within the human development set-up, on the given topic	5
Viva Voce	10
Total	50

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - IV)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD04C4	Seminar: Trends in Human Development	Practical	2	60

**Course Objectives:**

1. Study of advanced topics of special interest beyond the current departmental offerings.
2. Seminar introduces basic theories and skills through readings, discussion and reflective exercises in human development and family studies field, major and concentration requirements, resources, and career exploration.
3. Provides advanced training in educational strategies for working with families, and develops students' professional skills. Admission to family internship program required prior to taking this course.
4. Focuses on issues of concern to family internship students, provides advanced training in educational strategies for working with families, and develops students' professional skills.
5. Historical underpinnings of theory and practice, factors influencing family dynamics, family education and guidance, and family policy.
6. Students will demonstrate what they have learned during their academic careers related to their respective professional field specialties.
7. Issues related to professional development in the human development and family sciences profession.
8. Development of skills/strategies to identify professional goals, develop a professional network, develop standards of professionalism, and learn about and apply a professional code of ethics.

**Course Outcomes:**

<b>CO1:</b>	This course is designed to look at the challenging biological, cultural and situational factors that affect the contemporary family. Concerns such as immigration, terrorism, disease, and media influences will be discussed, along with global problems of climate change, war, violence, alcohol and drug abuse, and economic change.
<b>CO2:</b>	Students learn about how families cope with the stress associated with these challenges, but also how they adapt, how to promote resilience, and how families can thrive in the face of adversity.
<b>CO3:</b>	Students will explore remedies, solutions and support networks that help families in crisis.
<b>CO4:</b>	Explores the relationship between family policy and legislation with programs, services, and family experiences at the local, state and national level.
<b>CO5:</b>	Course content includes concepts associated with planning for, implementing, and evaluating family policies and programs; as well as exploring the complexities of family policy and the policy-making process.
<b>CO6:</b>	Course assignments will challenge students to understand and evaluate family policies and programs that are compatible with their professional interests.

Unit No.	Course Content	No. of Hours
<b>I.</b>	<b>A. HUMAN DEVELOPMENT AND FAMILY SCIENCE–</b> a)Infancy/ Childhood; b) Adolescence/Young Adulthood; c) Adulthood/Aging; d) Family as a Microsystem;	<b>30</b>

	<p>e) Family and Mesosystem; f) Family in the Macrosystem; Evaluation.</p> <p>Challenging biological, cultural and situational factors that affect the contemporary family. Concerns such as immigration, terrorism, disease, and media influences will be discussed, along with global problems of climate change, war, violence, alcohol and drug abuse, and economic change, about how families cope with the stress associated with these challenges, but also how they adapt, how to promote resilience, and how families can thrive in the face of adversity. Physical and emotional abuse; substance abuse; and mental and physical illness across the life span; explores research related to family stress within romantic, parent-child, and sibling relationships. Examines contemporary theory and research on the nature, causes, and consequences of family stressors. Students will explore remedies, solutions and support networks that help families in crisis.</p> <p><b>B. Perspectives in Gerontology:</b></p> <p>Gerontology – Challenges and Care, current aging issues including theory and research, critical social and political issues in aging, the interdisciplinary focus of gerontology, career opportunities, and aging in the future; personal and family adjustments in later life affecting older persons, eldercare and elder abuse and their intergenerational relationships.</p>	
<b>II.</b>	<p><b>Professional Development services and programs in Human Development and Family Studies:</b></p> <p>Professional skills, portfolio building, preparation for academic and non-academic jobs, leadership fundamentals and project management training, time management, work balance issues, and professional ethics. Opportunities for graduate and post graduate students to work on their professional development tailored to individual needs of students. Develop an individual professional portfolio. Examination of purpose, policies, staffing, operations, and clientele of organizations serving children, adults and families with diverse needs. Management/leadership principles and techniques. Introduction to financial management. Administrators/supervisors roles in employee management as well as development of client-oriented programs, fundraising, goal setting, strategic planning, and advocacy.</p> <p>ii.</p>	<b>30</b>
	<b>Total Contact Hours</b>	<b>60</b>

**References:**

Cohen, R.J.; Schneider, W.J.; Tobin, R.; Swerdlik M. and Sturman, E. (2022) Psychological Testing and Assessment, 10th Edition McGraw Hill; ISBN10: 1260837025 | ISBN13: 9781260837025

Groth-Marnat, G., & Jordan-Wright, A. (2016). Handbook of psychological assessment (6<sup>th</sup> ed). Wiley.

Neukrug, E.S., & Fawcett, C. (2014). Essentials of testing and assessment: A practical guide for counselors, social workers and psychologists. Cengage Learning.

Manuals of all the above-mentioned tests.

**Evaluation:**

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Instructor's instructions, and Demo on research paper review, writing, and writing synopsis.	05
Students will present group presentation on one approved research paper, will submit synopsis and PPT.	10
Individual student will present one presentation on approved article, also submit	05
Participation and class engagement	05
<b>Total</b>	<b>25</b>
<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory. Up to 50% choice to be given within each question.</b>	
Presentation skills and Technical abilities	10
Defending viva and answering queries	10
Reports file and attendance	05
<b>Total</b>	<b>25</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - IV)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD04C5E1AP	Digital Media and Communication Internship in Human Development	Practical	4	120

#### Course Objectives:

1. To develop in students the skills in digital media and communication technologies relevant to human development.
2. To develop skills in students to create effective content for social media/digital media and communication platforms related to their professional field.
3. To provide hands-on experience through internships with organizations working in the field of digital media and communication.
4. To enable students to create/design, execute and evaluate digital media and communication campaign/content related to Human Development using their learnings of the subject.
5. Prepare students for professional roles in digital media and communication sectors related to human development.

#### Course Outcomes (CO):

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Utilize various digital media tools and platforms for effective communication in human development contexts.
<b>CO2:</b>	Create and implement digital media and communication campaigns/content that address different topics related to life span development.
<b>CO3:</b>	Assess the impact of digital media and communication on human development projects and initiatives.
<b>CO4:</b>	Work collaboratively with professionals in the field of human development and digital media and communication.
<b>CO5:</b>	Understand and apply ethical considerations in the use of digital media and communication in the field of human development.
<b>CO6:</b>	Take up professional roles in digital media and communication sectors related to human development

Unit No.	Course Content	No of Hours
<b>I</b>	<p>Introduction to Digital Media and communication in the context of Human Development</p> <ul style="list-style-type: none"> <li>Organizing and Participation in workshops focusing <ul style="list-style-type: none"> <li>on overview of Social media/ Digital media and communication platforms and their applications.</li> <li>The role of digital media and communication in human development.</li> <li>Writing of blogs, content /watching videos/ and understanding the making of digital media and communication campaigns/reels/content/blogs in human development.</li> <li>Ethical and Legal Considerations in digital media and communication (Ethical issues, Privacy, security, and consent in digital media, Legal frameworks governing digital media use).</li> </ul> </li> </ul>	
<b>II</b>	<p>Organizing and Participation in workshops (hands on) focusing on digital media and communication tools and techniques.</p> <p>a) Content creation: video, audio, and written content.</p> <p>b) Using digital media effectively (Digital storytelling) to spread information</p>	
<b>III</b>	Internship Placement in an organization working on digital media and communication, providing hands-on experience (practical application of digital media skills).	
<b>IV</b>	Creating/Designing, executing and evaluating a digital media and communication campaign/Social media content related to Human Development and making a professional portfolio.	

**References:****Evaluation (Total Marks 100):**

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Active participation in workshops, seminars, and class discussions, etc.	20
Evaluation based on continuous feedback from the internship supervisor	15
Reflective reports, etc. by the student.	15
<b>Total</b>	<b>50</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Evaluation based on feedback from the internship supervisor	10
Self - Evaluation	10
Viva Voce	10
Planning and designing of the digital media campaign project, including a written report and presentation	20
<b>Total</b>	<b>50</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - IV)**

<b>Course Code</b>	<b>Course Title</b>	<b>Th/Pr</b>	<b>Credits</b>	<b>Hours</b>
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<b>HD04C5E2BP</b>	<b>Entrepreneurial Venture / Start up Designing in HD Sector</b>	<b>Practical</b>	<b>4</b>	<b>120</b>
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**Course Objectives:**

1. To orient the students to the concept, need and process of entrepreneurship (qualities and skills)
2. To develop competencies and awareness among students regarding market and types of business
3. To make students understand the parameters for selecting and running an enterprise successfully and demonstrate abilities to carry out SWOT at individual and organizational levels.
4. To experiment with new entrepreneurial behaviour and develop attitude, motivation and behaviour to be successful entrepreneurs and formulate projects with cost and pricing

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Understand and list down the characteristics and qualities of an entrepreneur.
<b>CO2:</b>	Comprehend functions of an entrepreneur and differentiate between an entrepreneur and a manager
<b>CO3:</b>	Generate entrepreneurship ideas and Plan how to capitalize on an opportunity
<b>CO4:</b>	Understand processes of entrepreneurship development
<b>CO5:</b>	Demonstrate abilities to carry out SWOT at individual and organizational levels
<b>CO6:</b>	Understand human behaviour and list down major determinants of personality
<b>CO7:</b>	Explore Entrepreneurship in life span of Human Development
<b>CO8:</b>	Understand and apply ethics in entrepreneurship

<b>Unit No.</b>	<b>Course Content</b>	<b>No of Hours</b>
<b>I</b>	<b>Qualities &amp; functions of an entrepreneur</b> a) Introduction; Concept of Entrepreneur; Characteristics of Entrepreneur; Qualities of Entrepreneur; Distinction between an Entrepreneur and a Manager; Functions of an Entrepreneur; Types of Entrepreneurs b) Meet two entrepreneurs, preferably one successful and the other unsuccessful, and delineate their entrepreneurial process. Then list out the factors responsible for both successful and unsuccessful entrepreneurs.	<b>30</b>
<b>II</b>	<b>Areas for Entrepreneurship &amp; SWOT/SWOC Analysis</b> a) Idea generation; Process planning – plan lay-out/functional layout; SWOT Analysis; Introduction and meaning List your own strengths and weaknesses as an entrepreneur. Explain how you can further strengthen your strengths and weaken your weaknesses or even convert your weaknesses into strengths to become a successful entrepreneur	<b>30</b>
<b>III</b>	<b>Exploring Entrepreneurship in life span of Human Development</b> Conceptualizing the product/ idea: a) Study the Consumer / buyer/ purchaser b) Conducting and Analysing Survey Report Writing	<b>30</b>

<b>IV</b>	<b>Formulating proposal for designing a Venture / Start up in Human Development Sector</b> a) Formulating Project Proposal [introduction, need/ rationale, procedure/method and contribution to the humankind] b) Guidelines for processing Project Proposal including methodology to process the endeavour/ venture. [Elements such as, designing, scheming, crafting, costing, profit, break even and methods of pricing] c) Advertising, promoting and Publicity d) Packaging, Marketing and Selling  <i><b>Illustrated ideas:</b> Educational Toys and Games for children; Games and Toys from folk or traditional Art forms (authentic Indian art forms of Warli, Madhubani, Gond art, Phad paintings and the art of rangoli designs.); recreational activities for adulthood and aging such as, sensory exercises, activity kits, Puzzles for Parkinson's Patients and Adults with Dementia &amp; Alzheimer's; Special Needs Developmental Toys</i>	<b>30</b>
		<b>120</b>

#### References:

Bolton, B. and Thompson, J. (2000) "Entrepreneurs – Talent, Temperament, Technique". Butterworth-Heinemann Publications, Oxford.

Holt, David H, Entrepreneurship: New Venture Creation, Pearson, 2016

Kumar, A. and Poornima, S. (2003) "Entrepreneurship Development", New Age International Publishers, New Delhi.

Kuratko and Rao, Entrepreneurship, A South Asian Perspective Cengage Learning First Edition 2012

Robert Hisrich, Michael Peters, Dean Shepherd, Entrepreneurship, McGraw Hill Education, and 10th Edition 2016

Sangeeta Sharma, Entrepreneurship Development, PHI Learning Pvt Ltd, 2017

Sharma, D. and Dhameja, S. (2002) "Indian Entrepreneurship – Theory and Practice", Abhishekh Publications, Chandigarh.

Siddhu, A. and Sunderaraj, P. (2006) "Sustainable Entrepreneurship in Communities", Academic Excellence, Delhi.

#### Evaluation (Total Marks 100):

<b>CONTINUOUS INTERNAL EVALUATION:</b>	<b>Marks</b>
Active participation in workshops, etc.	20
Evaluation based on continuous work for the Entrepreneurial Venture / Start up Designing in HD Sector	15
Reflective reports, etc. by the student.	15
<b>Total</b>	<b>50</b>

<b>SEMESTER-END EXAMINATION</b>	<b>Marks</b>
<b>All questions are compulsory with internal choice.</b>	
Planning and designing of the Entrepreneurial Venture / Start up Designing in HD Sector, including a written report and presentation	20
Self - Evaluation	10
Viva Voce	20
<b>Total</b>	<b>50</b>

**Syllabus**  
**M.Sc. (Human Development)**  
**(Sem. - IV)**

Course Code	Course Title	Th/Pr	Credits	Hours
HD04C6	Research Project	Practical	6	180

**COURSE OBJECTIVES:**

1. To provide students with an opportunity to conduct independent research under supervision in Human Development and allied areas.
2. To encourage students to work in conjunction with relevant industries, institutes, NGOs, hospitals, schools, etc.
3. To assist students in developing general research skills as well as research skills specific to their specialization.
4. To encourage students to adopt best practices in research.
5. To facilitate students in completing data collection/data entry/data analysis, and writing the remaining three chapters of the dissertation (Results, Discussion, Summary).
6. To support students in: (a) completing and submitting the dissertation for the viva voce examination, (b) integrating feedback and submitting the final copy of the dissertation, and (c) writing a research paper using the findings of their research

**Course Outcomes (CO):**

At the successful completion of the course, students will be able to:	
<b>CO1:</b>	Demonstrate the ability to design and conduct independent research projects in the field of Human Development and related disciplines, under the guidance of faculty mentors.
<b>CO2:</b>	Establish effective partnerships and collaborations with relevant industries, institutes, NGOs, hospitals, schools, and other stakeholders to enrich research endeavors and enhance practical applications of research findings.
<b>CO3:</b>	Develop and apply advanced research methodologies, techniques, and tools specific to their area of specialization, while also honing general research skills such as critical thinking, problem-solving, and data analysis.
<b>CO4:</b>	Adhere to ethical standards and best practices in research, including the responsible conduct of research, proper citation and referencing, and maintaining integrity in data collection, analysis, and reporting.
<b>CO5:</b>	Successfully complete key milestones in the research process, including formulating and defending a well-structured research proposal, initiating data collection procedures, and drafting the initial chapters of the dissertation (Introduction and Review of Literature; Methodology) with clarity, coherence, and scholarly rigor.

	Course Content	Lectures
Unit I	<b>(1) Completing Data Collection</b> <b>(2) Completing Data Entry and Preliminary Analyses</b> <ol style="list-style-type: none"> <li>a) Entering all data</li> <li>b) Checking for data entry errors</li> <li>c) Running preliminary analyses</li> </ol> <b>(3) Analyzing Data and Reporting Results</b> <ol style="list-style-type: none"> <li>a) Analyzing data</li> <li>b) Interpreting findings</li> <li>c) Reporting results in figures/tables and text using scientific protocol</li> <li>d) Writing the third chapter of the dissertation, namely, the Results, by research objectives/questions/hypotheses</li> </ol> Orally presenting the results and integrating feedback.	60

<b>Unit II</b>	<p><b>(1) Discussing Findings</b></p> <ol style="list-style-type: none"> <li>Corroborating own findings with those in previous research and theory (or practice)</li> <li>Explaining findings using relevant literature and communication with experts</li> <li>Identifying/specifying contributions and limitations of own research</li> <li>Discussing implications of findings for practice/industry/family/society</li> <li>Suggesting recommendations for future research</li> <li>Writing the fourth chapter of the dissertation, namely, the Discussion, using appropriate scientific protocol.</li> </ol> <p><b>(2) Summarizing Findings and Completing the Writing of the Dissertation</b></p> <ol style="list-style-type: none"> <li>Writing the fifth chapter of the dissertation, namely, the Summary; writing the abstract</li> <li>Revising previous chapters as necessary; completing all other relevant work for the dissertation (e.g., reference list, appendices, table of contents, and list of figures/tables)</li> <li>Submitting the dissertation for the viva voce examination</li> </ol> <p><b>(3) Submission and Oral Defense; Writing of the Research Paper</b></p> <ol style="list-style-type: none"> <li>Orally defending the dissertation; integrating feedback into the final document</li> <li>Submitting the completed dissertation (hard copy and soft copy).</li> <li>Using the dissertation to write a research paper; submitting the research paper (hard copy and soft copy).</li> </ol>	<b>60</b>
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#### References:

Dissertations in the College Library

Relevant Research Literature as per selected topic from scientific journals, dissertations, theses, books, literature on the internet.

#### Evaluation (Total Marks 100):

Continuous Internal Evaluation		Marks
<b>Research Guide's Evaluation for Examining the Student's expertise with regard to Research:</b> Proactive / Initiative / Responsibility / Flexibility/ Receptivity to feedback/ Thoroughness/ Meeting deadlines / Regularity in meeting/ Ethics / Absence of Plagiarism/ Networking, collaboration/ contacting experts.		25
<b>Research Guide's Evaluation for Examining the Quality of Chapters 1 and 2 of the M.Sc. Dissertation:</b> Less focus on Chapters 1 and 2; More focus on Chapters 3 (most) and 4.		25
<b>Total</b>		<b>50</b>
Semester-end Examination		
<b>External Examiner's Evaluation of the Submitted Document:</b>		
<ul style="list-style-type: none"> <li>Chapter 2 (Method) – Sample Characteristics; Measurement and Plan of Analysis</li> <li>Chapter 3 (Results) – Relevance to research aim/objectives/hypotheses; Accuracy; Clarity; Organization</li> <li>Chapter 4 (Discussion) – Linkage to Indian and Non-Indian Literature</li> </ul>		
Overall Quality of the Written Document		
<b>External Examiner's Evaluation through Viva Voce, of Student's expertise with regard to Research:</b> Clarity/Soundness/Accuracy with regard to Sample Characteristics; Measurement and Plan of Analysis; Ability to interpret, explain and communicate results of the study; Clarity/Soundness/Accuracy with regard to the discussion of findings; Originality/Insightfulness with regard to interpretation, explanation and discussion of findings; Overall rating of student's emerging research expertise		

**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)
5.00 - < 5.50	50.0 - < 55.0	C (Average)
4.00 - < 5.00	40.0 - < 50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent

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